

Childminder report

Inspection date: 30 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder offers a rich and varied curriculum that supports children to make strong progress. She has high expectations for all children in her care. The childminder makes careful use of what she knows about children's experiences before they come to her. This helps her to plan and provide opportunities to help them know more and do more during their time with her.

The childminder recognises the importance of providing a language-rich environment and uses interesting opportunities to offer this. She understands fully that strong communication skills underpin children's ability to access the whole curriculum. The childminder reads, sings and speaks to children. She understands the words they know and helps them to hear, remember and understand an increasingly broad range of vocabulary. Children explore pumpkins that they have chosen on a trip to the supermarket and show them to visitors with pride. They use a wide range of language to describe their pumpkins, becoming fascinated as they trace their fingers over the skin and describe each bump, line and crack in the vegetable.

The childminder keeps a strong focus on helping children to learn the importance of keeping safe. For example, when some recent building work required scaffolding, the childminder used this as an opportunity to teach children how to manage risk. Children have made their own structures that look like the scaffolding and they talk about how they could use them safely. The childminder links this to children's own behaviour to support them to understand how they should behave to keep themselves and others safe.

What does the early years setting do well and what does it need to do better?

- The childminder has completed thorough self-evaluation and is thoroughly reflective. She is very experienced but is open to new ideas. She works closely with other professionals and her co-childminder to ensure her service always adapts to, and meets, the needs of the children she cares for at any time.
- The childminder gives high priority to strong relationships with parents. She offers parenting support and a friendly and supportive ear to help with any issues. She is always on hand to listen and support, promoting strong, collaborative relationships. She regularly seeks feedback from parents to help improve her service. Parents give the childminder high praise. They state that their children thrive in her care and highlight how she invests in growing their children's character and love of exploring. The childminder works closely with parents to help all children achieve well.
- The childminder has built a strong key-person system. She provides secure and supportive care to all children who come to her home, which helps all children

feel settled and safe. She knows things that children like and responds to their interests with great enthusiasm. Children know they are valued and show this as they chat confidently with the childminder and her co-childminder and give their enthusiastic opinions about things that they do together. The childminder nurtures well-developed relationships with other settings that children attend to help her to provide a consistently supportive learning and care experience for each child.

- Children spend much of their time with the childminder in busy, focused play as they learn. Occasionally, particularly during group activities, some children find it harder to focus for longer periods of time and the childminder does not always move on quickly enough to help maintain their attention.
- The childminder has completed much training to support her outdoor play provision and to learn to manage children's play safely. She encourages children to assess their environment for themselves, asking relevant questions such as, 'Can we climb the tree?' and, 'How do we do this safely?' The childminder supports children to develop their physical skills as they learn to peel sticks with potato peelers after she shows them how to use the peeler. She supports them closely to help refine their new skill.
- The childminder welcomes children warmly and supports them closely to promote their emotional well-being. The childminder uses gentle reminders to help children know what is expected of them and gives high value to their feelings. This supports all children's positive behaviour overall.
- Children explore mathematical ideas, such as numeral recognition, to help all children develop confident mathematical skills. The childminder creates opportunities for them to match numbers to written digits and then to link them to quantity. Children show growing confidence with numbers and enthusiastically count and compare quantities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- adapt activities and experiences to help all children move on to the next learning opportunity when they are ready.

Setting details

Unique reference number	EY302961
Local authority	Hertfordshire
Inspection number	10354781
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 November 2018

Information about this early years setting

The childminder registered in 2005 and lives in Welwyn in Hertfordshire. She works from her home with another childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Naomi Brown

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder shared written testimonials from parents with the inspector so that parental views could be taken into account.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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