

Childminder report

Inspection date: 4 October 2022

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

Children have a good bond with the childminder and demonstrate that they enjoy their time while in her care. Children often cuddle and hold the hand of the childminder for reassurance and find comfort in sitting near her during activities. The younger children show a great interest in listening to the childminder sing nursery rhymes and enjoy taking part in the actions that go with these. Younger children are also developing their knowledge about body parts through the use of books, songs and different animal figures. Children are encouraged to pick out animals from a treasure basket and identify what parts they see. Older children are developing their hand and eye coordination as they use crayons to draw pictures and create freely.

The childminder encourages children's imagination and recognises what they already know and can do. For example, children are given play dough and a range of natural resources, such as conkers and pine cones, to explore. Children learn the names of the items with support from the childminder and also touch and feel the different textures. Later, books with different textures inside are introduced and explored, which links to, and further extends, children's previous learning. Children are regularly praised by the childminder for doing well during activities, which helps them build their self-confidence and sense of pride.

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

- The childminder promotes children's physical and social development by ensuring they have regular opportunities for play outside and in the local community. Children visit playgroups, go on walks to the local river, where they can feed the ducks, and play in the garden with mud kitchens and a wide range of other play equipment. This helps to broaden their range of experiences and offers the opportunity to explore nature and socialise with others.
- The childminder's curriculum intent is based on children's interests and next steps. She ensures that she regularly assesses and tracks progress so that she can confidently meet the needs of the children in her care. She considers what children already know and can do when they start, and then follows this through by providing interesting activities and experiences that support and encourage further learning. However, the childminder does not consistently adapt her activities to ensure that all children receive the same meaningful and challenging learning experiences.
- The childminder encourages the development of children's vocabulary. For example, she sings nursery rhymes spontaneously throughout the day and encourages the children to participate in these in fun ways. She points at pictures from around the room and uses books that the children have shown an interest in as a way of introducing new words and modelling language to them.

There are times, however, where the childminder does not model the correct terminology to best support younger children's growing vocabulary.

- Feedback from parents is positive. They make reference to how attentive and caring the childminder is towards their children and how settled they are within such a short time. Parents are happy with their children's development and enjoy seeing how active they are during the day.
- The childminder is respectful when attending to the children's personal care needs. She uses the opportunity to talk to and play games with the children to further build a bond and trust with them. She is sensitive to their individual and diverse needs and further supports this by celebrating and exploring different cultures and holidays.
- The childminder reads information online to update her knowledge in relevant areas and has attended training courses that refresh and further her professional development. She recognises her own strengths and continues to identify new training ideas alongside this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding practices. She is clear on the possible signs that may indicate that children are being abused or neglected and what she needs to do to protect them. She makes sure that her knowledge of safeguarding remains up to date, for example through attending relevant training courses and identifying new ones. She is able to identify children who may be in need of early help and is aware of wider safeguarding issues, such as radicalisation, and how to report any concerns.

What does the setting need to do to improve?

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

- support younger children in using the correct terminology and language
- ensure that all children receive the same meaningful and challenging learning experiences.

Setting details

Unique reference number	EY306037
Local authority	Hertfordshire
Inspection number	10234923
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	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder registered in 2005 and lives in Welwyn Garden City. She operates all year round from 8am to 5pm Tuesday to Thursday and provides wraparound care on Monday. The childminder provides funded early years education for three- and four-year-old children and holds a relevant qualification at level 3.

Information about this inspection

Inspector
Aimee Dillard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had a learning discussion with the childminder. This enabled the childminder to discuss how her curriculum and setting are organised for children's learning.
- The childminder spoke to the inspector about children's next steps, with a particular focus on speech development and physical and social development.
- The inspector viewed the premises, including the garden.
- The inspector spoke to the childminder at appropriate times during the inspection and observed activities and assessed the impact these had on the children's learning.
- The inspector took account of the views of parents from written feedback provided.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The childminder shared a sample of documents with the inspector. This included evidence of training, assessments of the children and the suitability of household members.

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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