

Childminder report

Inspection date: 16 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 provides a warm, nurturing and friendly atmosphere in her home. She has established very secure settling-in procedures that focus on the individual needs of children and their families. Children form close relationships with the childminder. For instance, they eagerly invite the childminder to join in with their play and frequently laugh together. The childminder takes children on a wide range of rich and varied outings that help to broaden their experiences and prepare them for the wider world. Children thoroughly enjoy travelling on buses and trains. They visit London which provokes children to ask the childminder inquisitive questions. Children learn about similarities and differences. This helps to broaden their awareness of individuals who are not as fortunate as themselves.

The childminder is a positive role model. She consistently uses good manners and when speaking with children, this motivates them to do the same. Children learn about the importance of good hygiene routines. They know how to wash their hands correctly and eagerly do so before mealtimes and after toileting. Mealtimes are a social occasion where the childminder sits with children and engages in meaningful conversation. Children show high levels of perseverance as they join different lengths and shapes of toy train tracks together. The childminder's effective use of questioning inspires children to solve problems through trial and error and develops their critical thinking skills. She challenges children to recall what they have learnt. This helps to embed new knowledge. Children know that they need to search for a particular curved piece of track so they can swiftly re-build the train track. They develop good early mathematical skills, such as counting and identifying shapes.

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

- The childminder has a clear intent for her curriculum and what she wants children to learn. This focuses on embracing children's inquisitiveness and supporting them to be independent individuals through their interests. She knows the children she cares for well. However, sometimes, the childminder does not sharply focus on implementing next steps to help children make consistent progression in all areas of learning.
- Children learn how to respect others and behave well. They understand and follow the childminder's expectations. For example, children show a strong sense of pride as they tidy away toys independently when they have finished with them. They know to wait patiently at the bottom of the childminder's stairs while she collects specific toys they politely ask for. Children have valuable opportunities to develop their social skills with other children at organised groups and gatherings with other childminders and the children they care for.
- The childminder continuously reflects on her own practice and the provision she

offers. She develops her knowledge and skills through reading professional publications and gaining ideas from a close network of other childminders. Recent training has increased her knowledge of how to introduce a broader range of sensory activities and implement even further measures to keep children safe on outings in the community.

- Children swiftly develop good physical skills and assess their own risks. They build good strength and stamina as they climb large equipment and practise propelling themselves forwards, carefully positioning themselves on a swing, using their stomach to balance. The childminder promotes healthy eating. Children help the childminder to plant and nurture fruit and vegetables in her garden. She uses these to cook nutritionally balanced meals. This motivates children to try new foods.
- Partnerships with parents are strong. The childminder keeps parents updated about their children's care and achievements using varied methods of communication, this includes regular photos and videos sent via a secure app. She shares ideas about how they can continue to support their children's learning at home and information about events that reflect children's interests. Parents speak very highly of the childminder and nurturing environment she provides. The childminder visits other settings that children attend and shares information with staff about their learning and development. However, she does not actively seek the same information from staff, to fully support children's continuity of learning.
- The childminder places a strong emphasis on extending children's communication and language skills. She consistently repeats what children say to help them to hear the correct pronunciation of words. The childminder skilfully builds on children's vocabulary by introducing new words, such as 'rhinoceros' and 'macaw' throughout their play, and when she reads their favourite stories with such enthusiasm.

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:

- focus more sharply on implementing next steps in children's learning that fully promotes progression in all areas of learning
- strengthen partnerships with other settings that children attend to fully support children's continuity of learning.

Setting details

Unique reference number	EY310484
Local authority	Hertfordshire
Inspection number	10355176
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	3 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 November 2018

Information about this early years setting

The childminder registered in 2005 and lives in Ware. She operates from 7.30am until 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- This was the first routine inspection the received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and spoke to children at appropriate times during the inspection.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written feedback provided.

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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