

Childminder report

Inspection date:

17 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are keen and confident learners. They maintain their interest as they explore props linked to nursery rhymes. The childminder ensures children's favourites are included and shows that she values their opinions. Younger children purposefully choose rhymes by selecting the relevant toy. They listen carefully to the childminder and enthusiastically join in as she sings. Babies babble along happily to key parts, for example each time the wheels go round in a popular song about a bus. Children eagerly join in with the actions and develop a positive attitude to learning.

Children's behaviour shows that they are happy and secure. For example, they beam in delight at the childminder as she bounces them gently to a well-known rhyme about a horse. Children behave well. The childminder teaches children to be good role models to younger children. They are kind and affectionate to their friends. Children develop their social skills as they learn to share and patiently take turns.

Children enjoy regular outings to library sessions and playgroups. They develop their physical skills as they enjoy plenty of fresh air and exercise. Children go on woodland walks and learn about the natural world around them.

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

- The experienced and qualified childminder understands how to support children's development effectively. She has high expectations for children and thoughtfully plans activities to help them achieve their next steps in learning. Children make strong progress.
- Partnerships with parents are effective. The childminder has developed an effective two-way flow of information with them. She gathers detailed information to support children's changing care needs. The childminder regularly reviews progress with parents. They comment on her professional and approachable nature and they ask her advice. She shares ideas and resources with them to support children's learning at home.
- The childminder understands how to develop effective working relationships with other settings that children attend. Parents comment that she communicates with these settings effectively to support children's care and learning needs.
- Children develop their literacy skills and a love of stories. For example, they concentrate as they turn each page and lift each flap in turn to find the animals in a well-known book about a letter to a zoo. The childminder understands how to extend children's learning. They eagerly search a tray of coloured rice using tools for the same animals they discovered in the story.
- The childminder thoughtfully adapts her teaching to children's ages and abilities.

She supports older children's understanding of new words. For example, she teaches them about the humps on camels. The childminder narrates well to younger children. However, at times, she does not always help younger children link words to their meaning, to help them develop their understanding and vocabulary even more rapidly.

- Children learn about healthy lifestyles. The childminder is a good role model and teaches them about screen time, healthy food choices and the importance of exercise. Children learn to take suitable risks and develop their large-muscle movements as they explore the ride-on toys and slide. Older children develop their coordination and balance as they ride on balance bikes.
- The childminder promotes children's developing independence. For example, they wash up their plates after snack. Children happily help to tidy up. For example, babies enjoy putting wooden blocks away.
- The childminder teaches children about what makes them unique in a variety of ways. For example, older children create self-portraits. They look in mirrors and talk about the details with their friends, such as their eye and hair colour.
- The childminder is committed to further improving the experiences and outcomes for children. She researches ideas for activities and ensures her early years knowledge remains current. The childminder gathers feedback and evaluates her provision effectively. She has made recent changes to further support older children's independence skills and has plans to support younger children's enjoyment of books even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder clearly explains her safeguarding role and responsibility. She demonstrates an effective understanding of how to identify possible signs and symptoms of abuse. The childminder ensures she keeps her safeguarding knowledge current and is aware of recent changes to local safeguarding reporting procedures. She explains how to follow her own procedures and the importance of promptly reporting any safeguarding concerns to the relevant agencies. The childminder has robust policies and procedures to support her safeguarding practice. For example, she carefully controls the use of mobile telephones and online devices in her home and when on outings.

What does the setting need to do to improve?

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

- provide even more opportunities to promote younger children's speaking skills more rapidly by helping them link words to their meaning.

Setting details

Unique reference number	EY318692
Local authority	Hertfordshire
Inspection number	10070394
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 June 2015

Information about this early years setting

The childminder registered in 2005 and lives in Letchworth Garden City. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status and provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Becky Williams

Inspection activities

- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- The inspector looked at the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. The inspector observed an adult-led activity and evaluated it with the childminder.
- At appropriate times during the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living and working on the premises. The inspector held several discussions with the childminder.
- The inspector took account of parents' views through written feedback during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020