

Childminder report

Inspection date: 9 August 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 arrive happily at the setting and become engaged in activities. The childminder and co-childminder have good relationships with all children. Children know they can go to either childminder when they need support or comfort. Together, they create a home-from-home environment. All children make good progress.

Children delight and show a positive attitude as they explore the activities available. They are confident to ask for their favourite toys if not readily available. Children enjoy exploring numbers as they count down from five to one to push the toy cars off the ramps. They watch to see how far they go each time. Children take turns and share toys well. They have a positive attitude towards the childminder and listen well to instructions. Children spend long periods of time at activities. This develops their concentration skills. For example, they spend time peeling food item stickers to create healthy eating plates.

Children behave well. They respond well to expectations of behaviour from both the childminder and co-childminder. All children play well together, regardless of age or stage of development. Older children enjoy supporting those younger than them. Younger children delight as the older ones read stories to them using the pictures.

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

- The childminder has good child development knowledge. She uses her teaching methods to help children develop their critical thinking skills. Children play at the toy car ramp. As more children begin to join the activity, the children begin to dispute ways of getting the cars up. The childminder skilfully encourages them to work together to find ways of getting the cars to the top. Children delight as they inform her there are two different ways that they have found. This helps develop children's self-esteem and encourages them to be proud of their learning.
- Children have a wide range of opportunities to explore the world around them. They access the local parks and lake areas. Children enjoy practising their climbing skills on the climbing equipment at the park. In the garden, children delight as they go over to the 'stream', looking for animals. Children tell of the frogs and birds they have seen previously. However, the childminder does not extend this learning. She does not allow children to further explore their own interest in the world around them.
- The childminder supports language development well. She narrates the day to the children and talks to them about what they are creating at the builder's tray. The childminder asks questions of the children, encouraging their thinking skills.

Younger children's language is supported with single words. The childminder encourages younger children to repeat words back to her. She offers praise as they attempt this. Older children talk about the way the feathers feel when playing with the play dough. However, the childminder does not always introduce a wider range of vocabulary to extend children's language skills even further.

- The childminder works successfully with both the co-childminder and another childminder at times. This offers children opportunities to socialise with other children and adults, developing their social skills even further.
- The childminder builds successful, positive relationships with other settings. She shares information accurately regarding children's development. This means that children make good progress in all settings they attend. The childminder works collaboratively with parents and other settings. They create plans to support children consistently, so they are hearing the same message from all places.
- Parents commend the childminder and her co-childminder. They love the 'home-from-home' environment and believe this helps their children to thrive. Parents are happy with the communication they receive from the childminder regarding their children's development. They feel they are part of their learning journey.
- The childminder understands the importance of developing her own practice. She regularly completes training online. The childminder enjoys researching areas of particular interest, such as 'tray' activities. She reflects on her own practice as well as her co-childminder's. This ensures the setting is always positively moving forward.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of the signs and symptoms of abuse. She understands the importance of recording information and knows when it is important to report to the relevant authorities. The childminder understands the reporting lines should an allegation be made against either her co-childminder or herself. The childminder is confident when discussing wider issues, such as the 'Prevent' duty guidance and online safety. A clear and robust safeguarding policy underpins the childminder's practice. The childminder completes regular safeguarding training to ensure her knowledge remains up to date.

What does the setting need to do to improve?

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

- extend opportunities for children to broaden their interest in the world around them
- introduce a wider vocabulary to further enhance older children's existing good language development.

Setting details

Unique reference number	EY336537
Local authority	Hertfordshire
Inspection number	10231752
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	7
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2006 and lives in Welwyn Garden City. She works with her husband, who is also a registered childminder. The childminder provides care all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Lisa Smith

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between staff/the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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