

Childminder report

Inspection date:

21 November 2023

Overall effectiveness	Good
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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

The childminder creates a warm and stimulating environment that sparks children's curiosity and interest. They are eager to discover and explore, and display a positive attitude to learning. Children have plenty of meaningful opportunities to choose what they would like to access, with help and support from the childminder. For example, the childminder encourages the children to create large train tracks on the floor. They select various-sized pieces and carefully slot them together to create the desired structure. This helps build on children's critical thinking, problem-solving skills and understanding of the world.

The childminder offers inspiring scope for the children to explore a wide range of books to further develop their early reading skills. They quickly become immersed in their favourite story with the Gruffalo, smiling and giggling with excitement. Children talk about the pictures and predict what is going to happen next. The childminder then encourages the children to re-enact the story and pretend to be popular characters, such as the mouse, snake and fox. Furthermore, children jump around the room and pretend to be flying like the owl in the book to build on their gross motor skills, balance and coordination. This also helps build on children's imaginative skills, role play, confidence and self-esteem.

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

- The childminder offers inclusive practice. She takes into consideration children's interests and abilities when planning fun and stimulating activities. For example, to build on children's fine motor skills, the childminder provides a meaningful activity of threading. Younger children have access to larger edible beads to thread through, whereas older children pick smaller colourful beads. Children concentrate intently to complete the task, showing great levels of perseverance and determination. This contributes positively to building on children's problem-solving skills.
- The childminder is an excellent role model for the children. She models language well and demonstrates activities effectively. For example, she practises counting with older children to further develop their mathematical skills. The childminder uses new and ambitious words. However, at times, she does not use all opportunities to encourage younger children or those requiring more support to acquire and consolidate new vocabulary.
- The childminder has high expectations of children, and they rise to the challenge by following the set routines exceptionally well. Children behave very well and have excellent manners. The childminder is always readily available to support children's emotional needs. As a result, children self-regulate and become resilient learners.
- Children have a great time singing their favourite nursery rhymes. They sing

loudly and confidently while doing all the relevant actions. Children laugh with joy when they pretend to be 'sleeping bunnies' who hop around the room with high levels of energy. This helps the children express themselves creatively and further develop their stamina, balance and coordination. Children make their own healthy choices of snack. Older children help cut a banana into small pieces, while younger children work hard to pick blueberries in a pincer grip. This further develops children's fine motor skills.

- The childminder has good knowledge and understanding of children's development and what they need to learn next. However, on occasion, the childminder does not identify when children need more challenge to extend their learning further, particularly younger children or those who require additional support.
- The childminder has a clear vision for her setting. She reflects on her practice and strives to deliver high-quality care and education for all children. The childminder finds inspiration and motivation in the positive relationships she has formed with other childminders and professionals in the local community. In addition, the childminder finds creative and stimulating ways to enhance children's experiences and understanding of the world, such as trips to local parks, libraries and a rugby pitch.
- Partnerships with parents are strong and effective. They comment on how flexible and nurturing the childminder is. Parents also praise the inspirational activities their children explore daily and the progress they make in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust knowledge and understanding of safeguarding. This includes aspects such as 'Prevent' duty and county lines. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder completes regular training to keep her safeguarding knowledge current. Policies and procedures are effective and reviewed regularly. They are implemented accordingly and shared with parents. The childminder carries out regular risk assessments to assure children's safety and welfare.

What does the setting need to do to improve?

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

- reflect and enhance the quality of teaching to ensure children are suitably challenged in their learning
- provide opportunities for children to learn a wider range of new words to extend their vocabulary, particularly for younger children and those who require extra

support.

Setting details

Unique reference number	EY340631
Local authority	Hertfordshire
Inspection number	10300992
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 January 2018

Information about this early years setting

The childminder registered in 2006 and lives in Welwyn Garden City, Hertfordshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed with the childminder the impact of the pandemic and has taken it into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together. They discussed how the curriculum is organised and what the childminder wants children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Children spoke with the inspector about the activities they were doing.
- The inspector met with some parents and took into account their views and feedback.
- The inspector spoke with the childminder as appropriate during the inspection. She looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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