

Childminder report

Inspection date: 4 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and have fun with the childminder. They frequently giggle and laugh with her. For instance, they delight as the childminder blows bubbles for them to catch. Children receive a caring and warm response when they turn to the childminder for cuddles and affection. This supports children to feel settled and comfortable in her home.

Children are keen to help with tasks, such as tidying up. They are very familiar with the routines in place. For instance, they instinctively tidy up the toys before getting something different out to play with. This helps them to understand how to look after the toys they play with.

During mealtimes, children sit on chairs which are appropriate for their age and stage of development. They choose from the healthy selection of food on offer. For instance, they choose their favourite fruits at snack time. Children begin to recognise when they are tired and need to rest. They select books independently and sit quietly, before lying down to sleep. They settle quickly due to the sensitive support that the childminder provides.

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

- The childminder has successfully addressed the actions raised at her previous inspection. For instance, she has completed further training to develop her ability to support and guide young children's learning and development. This has helped her to raise the quality of her interactions with children to a consistently good level.
- Children receive effective support with their language development. The childminder introduces relevant words to the children during activities. For instance, she talks to children about different shapes as they draw pictures together. She repeats words back to children clearly when they speak to her. As a result, children learn how to pronounce words correctly.
- The childminder knows children well and understands what interests and motivates them. She adapts activities to meet children's individual needs. For example, she recognises when a particular puzzle is too challenging for a younger child. She gently encourages them to select a different one. The childminder responds promptly when children need further challenge, providing them with appropriate resources to support this. She uses praise and encouragement effectively, which helps children to persevere and keep trying. Children respond proudly when they complete the challenges that the childminder sets for them.
- Parents are happy with the care that the childminder provides. The childminder talks to parents about children's dental health. She takes on board feedback

from parents about what children have done at home. She uses this information to build on their experiences further. This supports children to make connections between what they do at home and the activities they carry out with the childminder.

- Children enjoy exploring the wider community with the childminder. She takes them on outings, such as trips to the local park. The childminder uses these opportunities to help children to achieve their individual next steps, which she has accurately identified through her monitoring and tracking of their progress.
- The childminder checks children's understanding during activities. For instance, she checks that they know the names of the animals as they complete a puzzle. However, sometimes, she does not provide children with opportunities to share their knowledge with her in more detail. For instance, children do not get a chance to talk about the animals in the puzzles before the childminder moves them on to the next activity. This limits children's ability to share their own ideas or thoughts freely with others.
- On the whole, children remain engaged in the activities that the childminder provides. However, occasionally, children lose focus and become overly excitable, running about indoors. The childminder does not explain to children why they need to calm down and walk. As a result, children struggle to understand why the childminder's rules are in place or how these rules affect them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a firm understanding of how to safeguard children in her care. She is aware of the possible signs and symptoms of abuse and neglect. The childminder completes safeguarding training to keep her knowledge up to date. She knows how to identify possible signs that a child may be at risk of being exposed to extreme views or behaviours. The childminder knows how to report allegations made against herself or a member of her household to the relevant authorities.

What does the setting need to do to improve?

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

- provide children with consistent opportunities to share their knowledge and opinions with others
- develop children's understanding of why rules are in place so that they can gain a deeper understanding of how to keep themselves safe.

Setting details

Unique reference number	EY345849
Local authority	Hertfordshire
Inspection number	10212751
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 October 2021

Information about this early years setting

The childminder registered in 2006 and lives in Stevenage, Hertfordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector had a tour of the areas of the premises used by the childminder for childminding.
- Written feedback from parents was viewed by the inspector and their comments were taken account of.
- The inspector observed the childminder interacting with children. She considered the impact of these interactions on children's learning and development.
- A range of documentation was viewed by the inspector, including evidence of the suitability of childminder and the members of her household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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