

Childminder report

Inspection date:

6 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder has unrealistic expectations of what some children can do, in terms of their age and stage of development. This means that she provides activities that do not always hold their interest and occupy them well. In the childminder's enthusiasm to teach children specific skills, such as counting and letter recognition, she sometimes moves on too quickly in an activity. This means that children do not always keep up with her. This also disrupts their spontaneous play and means that children are not always able to follow their own interests.

Children have lots of fun with the childminder. They giggle and laugh as they try to catch bubbles that she blows for them. They watch closely as she points to large and small bubbles. Children enjoy playing with the childminder and are clearly attached to her. They enjoy cuddles with her for reassurance and she responds warmly if they are upset. Children are learning how to keep themselves safe, for example as the childminder reminds them that radiators may be hot. Children are developing some speaking skills and they can name single objects, such as 'bubble' and 'dinosaur'. Younger children babble and the childminder echoes the sounds they make.

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

- The childminder has made some improvements since her last inspection. For example, she assesses the children's individual needs on entry to her setting and at regular intervals afterwards. She has attended some training to support her practice and is keen to continue to improve. She enjoys working with children and is a positive role model to the children in her care.
- However, the childminder does not match specific activities well enough to all children's learning needs. Some activities are too complex, last too long for children's age and stage of development and do not engage children well. During an activity with stickers, younger children are not able to peel the stickers and quickly lose interest. During an activity involving an alphabet book, the childminder struggles to capture children's attention as they are distracted by other resources that are of greater interest to them.
- The childminder's home is safe and suitable for children's needs. She keeps unsafe items out of children's reach and supervises children closely to keep them safe. However, the childminder uses some equipment in ways that are not suitable for the chosen activity. For example, at mealtimes, she sits a child in a small car seat that is not designed for the child to sit and eat in. This reduces the child's ability to learn to feed themselves. In contrast, when children are sat in an appropriate place, they are able to feed themselves healthy foods, such as fruit.
- Children enjoy developing their physical skills. The childminder encourages

younger children's confidence to walk by holding their hands to help them balance. She helps children to strengthen their fingers as they push along toy cars and trains and use glue sticks. The childminder understands some of children's likes and dislikes and helps them to play with things they enjoy such as toy dinosaurs.

- Parents report that they are happy with the care that the childminder provides. She speaks to parents regularly about their children's experiences in her home. She has kept in touch with families throughout the COVID-19 (coronavirus) pandemic, including any children who have not been able to attend. However, the childminder does not work with parents to help them understand how to promote children's well-being, including their oral health.
- Children's behaviour is managed well and the childminder is helping them learn what is expected of them. For example, children tidy up toys and know to put them in the right bag. Minor disagreements are managed effectively, and children are learning to play with each other. Children are becoming independent in their personal care. For example they clean their hands and are beginning to understand the importance of good hygiene.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to recognise the different symptoms of potential abuse and/or neglect. She has a suitable understanding of a broad range of safeguarding issues, such as radicalisation. She has attended relevant training to maintain her knowledge of safeguarding issues in her local area and to ensure that she follows the appropriate procedures to report any concerns she may have. She has a clear policy to use in the case of any safeguarding issue.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that you have appropriate equipment to meet the needs of all children who attend your setting. This is with particular reference to ensuring that any equipment you use for children when they are eating is suitable	14/11/2021
provide learning experiences that stimulate children's interests, respond to each child's emerging needs and guide their development.	14/11/2021

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

- develop links with parents to promote children's health and well-being, in particular their oral health.

Setting details

Unique reference number	EY345849
Local authority	Hertfordshire
Inspection number	10107323
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 May 2019

Information about this early years setting

The childminder registered in 2006 and is located in Stevenage, Hertfordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Naomi Brown

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The childminder provided the inspector with a sample of key documents 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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