

Childminder report

Inspection date:

13 September 2022

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

Children benefit from the care of the enthusiastic and welcoming childminder. They show that they feel confident and secure in her home as, for example, they choose things that they regularly like to play with. They develop a love of stories and often return to their favourite tales. They listen attentively to the childminder, as she reads with a lively tone of voice. She asks interesting questions to, for example, help them engage and become more involved in stories, and to encourage their broad vocabulary and their love of reading. Children show that they can recall familiar stories as they read along with the childminder and ask to read their favourites again and again.

Children enjoy exploring the childminder's home and garden. They play with cars, dolls and construction toys. They show their developing imaginations as they care for their dolls or play with an ice-cream shop. They enjoy growing fruits and vegetables in the childminder's garden and find out about how different foods are produced. They show developing independence as they feed themselves, put their own shoes on and select things to play with. This supports their emerging independence in readiness for school.

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

- The childminder continues to assess and reflect on the services that she provides. She attends regular training to help her support individual children's needs and to keep up to date with all core requirements. She has a firm understanding of her role and responsibilities and is keen to continue to improve her childminding service.
- The childminder has a curriculum in place which she has designed around the needs of the children she cares for. She has established secure starting points and gathered detailed knowledge about their home lives and prior experiences. She uses this knowledge to plan purposeful and broad learning experiences for each child. She focuses on individual areas of learning, including communication and language and personal, social and emotional development, but acknowledges that it is harder to extend learning for the oldest children when she also has the younger children present.
- The childminder focuses on children's language development and emotional readiness. She helps children to understand their own feelings and behaviour and to manage and process different emotions they may have. She helps children to explore how they are feeling and to name those feelings. She encourages children's positive and kind behaviour by giving clear and consistent boundaries and reminding them what is expected of them. Children know to be kind to others and to show respect for the thing they play with.
- At times some of the more-confident children dominate the activities which

makes it harder for the childminder to extend learning for all children. Additionally, the childminder is not always clear about the approach she uses to help children link written letters to the sounds they make. Nevertheless, children are develop good speaking and listening skills. Even younger children respond well to instructions and are able to make themselves well understood. The childminder echoes and recasts things that children say, to support their clear language skills. She understands what children need to learn by the time they leave to go to school, and she supports them in learning the skills and knowledge they need to be successful in future learning.

- The childminder works closely with parents, and children benefit from the mutually supportive relationship between the setting and home. Parents recognise the particular effort that the childminder has given to individual areas of learning, such as how she has supported children's mathematical development. The childminder knows children's needs well and works closely with parents to help her to make any necessary adjustments to continue to provide good continuity of care.
- Children are developing a good understanding of what makes them unique. They talk about their families and people in their lives. They explore different trips and outings to learn about the world around them. For example, children know about how different animals grow and change over time, such as foals becoming adult horses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of the signs and symptoms of potential abuse and/or neglect. She has attended important training that has helped to ensure that they can respond to any issues without delay. She attends regular training to help keep up to date with any changes to local area procedures. She is clear about the action to take to report to relevant agencies in the case of any concern about adults who come into contact with children.

What does the setting need to do to improve?

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

- review the organisation of learning opportunities to extend children's learning, especially to support older and the most able children to achieve their full potential.

Setting details

Unique reference number	EY366823
Local authority	Hertfordshire
Inspection number	10235170
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	27 October 2016

Information about this early years setting

The childminder registered in 2008 and lives in Welwyn. She operates all year round, from 8am to 6.15pm, 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 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language and personal, social and emotional development.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder provided the inspector with written feedback from parents so that they could take this into account.

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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