

Childminder report

Inspection date: 14 June 2024

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

The childminder provides children with a welcoming home, in which they feel safe and secure. Children build strong relationships with the childminder and household members, who they engage in their play throughout their time with the childminder. Children turn to the childminder for comfort and enjoy cuddles and quiet time with her. The childminder makes good use of these moments to build on children's learning. For instance, as they sit together she helps children to count her fingers to build on their earlier learning. This helps children to make connections between their learning experiences.

The childminder plans a purposeful curriculum with activities based around children's interests, which helps children to focus and maintain their good levels of engagement. She recognises when children develop newly emerging interests and responds appropriately. For instance, she plans activities relating to dinosaurs after she notices that children show an interest in these when they are out at a local group.

Children learn to become kind and helpful with the childminder's gentle support and guidance. They share toys with others and readily invite others to join in their games. The childminder speaks to children as they play, asking them what they are doing or where they are going. This helps to stimulate children's imagination and encourages them to extend the games they play even further.

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

- The childminder has worked hard to make improvements to her practice since the last inspection. She has completed a wide range of relevant training to develop her knowledge of how young children learn. She has adapted her style of teaching and what she focuses on to ensure that what she does meets the individual needs and stages of development of each child she cares for. These important changes benefit all children who attend.
- The childminder reflects regularly on what she does and takes on board ideas and suggestions from other childminders and early years settings to implement in her own provision. Children benefit from outings with the childminder, such as to local playgroups. The childminder uses activities from these groups, which she recognises that children particularly enjoy, and adapts them to use in her home. For instance, she adapts a painting activity to provide children with sensory experiences to explore the texture of paint in her home. This helps children to build on what they have done before and enjoy familiar activities again.
- The childminder provides parents with support and guidance where required. She shares ideas and strategies with them, discussing important topics, including toilet training and behaviour management. However, the childminder has not

fully developed her communication with parents to help them support their children's learning at home to enable a shared approach.

- The childminder recognises the importance of children developing their language and communication skills. She provides children with a narrative to their play, introducing new vocabulary as they explore the cornflakes in the tray. She speaks about how the cornflakes sound as the toy dinosaurs march through the cereal. Children then readily use these words as they converse with her. Even though the support the childminder provides is good, she does not consistently introduce wider and more complex vocabulary at the relevant times to challenge and extend children's understanding of the subject matter being taught.
- The childminder teaches children how to be safe and healthy. Children learn to follow the rules and meet the childminder's realistic expectations. The childminder recognises the importance of children eating a balanced and healthy diet while they are in her care. She uses appropriate strategies to support this. For instance, she gives children a choice of two different items to eat at snack time, speaking to them about what foods are good for them. These positive interactions benefit children's overall well-being.
- Appropriate targets are identified by the childminder for the children based on their age and stage of development. There is a focus on the prime areas of learning, and the childminder's curriculum is built around this. She helps children to become independent, such as practising drinking from an open cup. As a result of this focus, children develop the core skills they require to build on their learning successfully.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide parents with further support to help them to build purposefully on children's learning at home
- focus on extending children's language and vocabulary even further to help them gain a deeper understanding of what they are learning.

Setting details

Unique reference number	EY373093
Local authority	Hertfordshire
Inspection number	10306391
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 July 2023

Information about this early years setting

The childminder registered in 2008 and lives in Hatfield. She operates all year round, from 7am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jenny Hardy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the childminder interacting with children and considered the impact of these interactions on children's learning and progress.
- The inspector viewed written feedback from parents and took their views into consideration.
- 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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