

Childminder report

Inspection date:

28 September 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Generally, children engage well with activities and enjoy playing with their friends. However, the childminder does not focus enough on what children can already do or on gaps in their learning. As a result, not all children are well prepared for the next stages of their education. Children are happy and feel safe at the childminder's home. They choose from a selection of familiar toys and play with them confidently. They greet new visitors enthusiastically. Children enjoy using their senses to explore materials. For example, when babies sit in a large tray, they touch, taste and smell pasta.

The childminder knows the children well. She works with parents to find out about the children's previous experiences and home lives. As a result, children are comfortable and relaxed in the childminder's home. Children chat happily to the childminder. She encourages them to ask questions about the world around them. Children behave well. They follow the childminder's clear instructions and know that these keep them safe. For example, at the park, children can run freely because they learn when to stop and wait for the childminder.

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

- Children have access to a broad range of activities. They paint, explore and mark make. However, the childminder does not use assessment effectively to plan a well-sequenced curriculum. Consequently, some children's progress is not as swift as expected for their age and stage of development.
- The childminder understands that children learn best when activities link to their interests. She plans the curriculum based on what the children know and recognise. However, the childminder's knowledge of the children's developmental stages is weak. She does not always identify children who need support with communication and language. Consequently, not all children have the help they need to make good progress in their learning.
- The childminder speaks to the children in a positive way. She asks questions that help the children to figure things out. For example, when pasta gets stuck in a container, the childminder asks children why they think it is stuck and how they will get it out. This helps children to feel confident and learn how things work.
- Parents are happy with the care their children receive. They report that children look forward to seeing the childminder and that they settle quickly. This helps children to feel safe and relaxed in the setting.
- The childminder speaks to parents regularly about children's care needs. However, she does not communicate the learning needs of all children effectively to parents. As a result, children do not always have access to the support their children need to reach their developmental milestones.

- The childminder understands that children need space to exercise outdoors. She visits local parks and a farm with the children. This helps children to develop their social skills and take risks under the childminder's watchful eye.
- Care practices are effective and support children to develop confidence and independence. The childminder has a clear structure and routine for all children. This supports their emotional well-being and helps them to feel safe. As a result, children's needs are met, and their behaviour is good.
- The childminder understands the importance of teaching children about other cultures. She talks to them about differences and encourages their questions. Consequently, children learn about other people in their community.
- The childminder is reflective of her practice. She seeks support from a network of other childminders to help her improve. However, she has not sought ways to develop her teaching skills. As a result, the curriculum is not ambitious enough for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She can recognise the possible indicators that a child may be at risk of harm or neglect. The childminder has recently updated her safeguarding training and completed 'Prevent' duty training. This has helped her to feel confident in reporting and monitoring any concerns she may have. She carries out regular risk assessments in her setting to help keep children safe from harm.

What does the setting need to do to improve?

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

	Due date
use information about each child's development to plan challenging experiences in each area of their learning	29/12/2022
address any learning and development needs that the children may have in partnership with parents	29/12/2022
undertake appropriate professional development opportunities to help raise the quality of teaching and experiences offered to children.	29/10/2022

Setting details

Unique reference number	EY373093
Local authority	Hertfordshire
Inspection number	10235205
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2008 and lives in Hatfield. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language.

Information about this inspection

Inspector
Kate Daurge

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their written views of the setting with the inspector.
- 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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