

Childminder report

Inspection date: 19 April 2023

Overall effectiveness	Good
------------------------------	-------------

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 are happy and relaxed in the care of the kind and nurturing childminder and assistant. They show that they feel very safe and develop exceptionally strong attachments with them. Children smile as they enjoy cuddles, which the childminder warmly offers in abundance. They confidently make independent choices of what they would like to play with from a rich range of accessible resources.

Children's behaviour is exemplary. They show very kind and friendly relationships towards each other. For instance, children eagerly help each other to take off their coat. They show a strong sense of belonging as they return their coat to their individual coat peg. Children develop a real love of books. They select their favourite story sack and happily sit down and listen intently to the words. Children make clear links to what they hear through their exploration of props that bring the story alive. They confidently repeat familiar phrases and understand that print carries meaning. Children learn about making healthy choices. They excitedly practise brushing a model set of teeth and closely watch the sand timer to see when two minutes have passed. Children develop good physical skills outdoors. They use small tools to scoop and transport sand to other areas of the garden and learn to assess their own risks.

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

- The childminder implements a sequenced and progressive curriculum. Her ongoing assessments of children's achievements swiftly identify and address any gaps in children's learning. The childminder uses additional funding appropriately to meet children's individual needs. This includes buying resources to help them to develop their early writing skills.
- Children behave exceptionally well. The childminder and assistant are positive role models, which supports children to be good role models too. Children of all ages play harmoniously together. They happily share resources and show great respect for others. Young children show a very early awareness of their own emotions and those of others.
- The childminder and assistant work closely together as a team. They are highly reflective of the provision they provide and consistently make improvements to meet the individual needs of children.
- The childminder is dedicated to her professional development to improve outcomes for children. Since her last inspection she has completed a relevant qualification at level 4. The childminder continues to build on her knowledge and skills. She regularly liaises and shares ideas with a large network of other childminders and completes training. She shares new knowledge with the assistant to ensure there is a consistent approach to their practice.

- Children have some understanding of differences and the world around them. For example, they watch the refuse workers empty the childminder's and her neighbour's bins into the dustbin lorry. This helps children to learn about the community they live in. However, the childminder does not support children to learn about other cultures, communities and ways of life that are outside their own experiences, to fully develop their understanding of the wider world.
- Partnership with parents is strong. There is effective ongoing two-way communication with parents. This ensures that they receive detailed information about their children's day, including care needs, activities and learning. Parents are very happy with the childminder's service. They comment how 'delighted' they are with their children's good progress.
- Children welcome the childminder's warm interactions in their play. Her genuine praise for their achievements supports them to have a strong sense of self-esteem. However, when children find tasks more challenging, such as joining inter-connected shapes together, the childminder does not give children enough time to work out and solve problems for themselves, before doing this for them.
- The childminder supports children's developing communication skills well. For example, she introduces children to new words as they play and consistently responds to young children's vocalisations to help them to learn the pattern of conversation. In addition, the childminder sensitively supports children with the correct pronunciation of words, such as 'aeroplane', as they hear one fly overhead while playing outdoors. Children are confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a good knowledge and understanding of how to recognise and respond to safeguarding concerns. They complete regular training to keep their knowledge of child protection and wider safeguarding issues current. There is easily accessible information about safeguarding procedures and contact details for relevant agencies should a concern arise. The childminder makes effective use of risk assessments to help keep children safe. She keeps her house clean and safe for children to play and learn. Children are taught to sit down at the table to eat and young children are safely secured in highchairs with appropriate harnesses. These measures promote children's safety securely.

What does the setting need to do to improve?

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

- enhance opportunities that support children's understanding of other cultures, communities and ways of life
- allow children more time to think and develop their problem-solving skills.

Setting details

Unique reference number	EY376334
Local authority	Hertfordshire
Inspection number	10280147
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	0 to 4
Total number of places	12
Number of children on roll	14
Date of previous inspection	18 September 2017

Information about this early years setting

The childminder registered in 2008 and lives in Pirton, near Hitchin. She operates from 8am until 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4 and works with an assistant. She provides funded early education for two, and three year old children.

Information about this inspection

Inspector
Lorraine Pike

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and in the childminder's garden. The inspector assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector talked with the childminder, assistant and children at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's first-aid qualification.
- The inspector took account of the views of parents through written feedback provided and discussed with the childminder how she reflects on the service she provides.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023