

Childminder report

Inspection date: 20 October 2021

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

Children are settled and secure. They follow the childminder's good example and are helpful and considerate. For example, they tidy away coloured dough, explaining that this will dry up if left out. Children feel welcome and valued. For example, they talk fondly about the new garden swing they helped build and how they learned to use ratchet screwdrivers. Children work cooperatively and understand about making decisions and compromising. For instance, they decide on the menu, considering one another's likes and special diets.

The childminder is sensitive to potential issues caused by the COVID-19 pandemic. For example, she offers children additional support to interact with others. Children have opportunities to practise what they have learned, and they persevere at tasks. For example, they use their knowledge of safety knives and enjoy the challenge of cutting shapes in pumpkins. They keep trying and are proud when they cut their desired shape. Children gain a practical knowledge of healthy lifestyles. They participate in an activity where they clean coloured dough from pretend teeth. They discuss how this could be food stuck in the teeth and talk about healthy eating. Ongoing discussions help children understand about safety. For example, they explain that they need to check whether outdoor play equipment is slippery before using it.

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

- The childminder frequently reviews her work and completes training to help develop her practice. She has successfully addressed the actions from her last inspection. She ensures that required paperwork is in place and that good use is made of space to meet children's needs and offer them a variety of play options.
- The childminder observes children and assesses their progress, using this information to help determine what they need to learn next. For example, after noting that children need further support in focusing their attention, the childminder offers them books with textures. Children enjoy exploring the textures and go on to describe these and listen to the story. This aids them in developing a genuine enjoyment of books.
- Thorough assessment and regular reviews of children's progress enable the childminder to quickly highlight any areas where children need additional support. This ensures that no child falls behind in their learning.
- Children gain a very good awareness of diversity and the effects of discrimination. For example, they talk about the experiences of historical figures, such as Rosa Parks, and discuss more recent incidents, such as racial abuse at sports events. The childminder supports them in understanding their feelings and considering how others feel.
- The childminder speaks clearly with children and helps them build their

vocabulary and extend sentences. For instance, children enjoy talking about their regular trips to a farm. They competently describe how they collected pumpkins. With support from the childminder, they go on to describe how they can keep the seeds from these and grow their own pumpkins.

- Children have many opportunities to develop their physical skills. For example, they develop use of their larger muscles as they use ride-on toys. They enhance these movements as they build obstacle courses and ride around these, carefully negotiating the space and balancing as they turn corners.
- The childminder offers children some encouragement to consider problems and think further. For example, they consider which bowl to use when weighing pumpkin seeds, deciding that the smaller bowl is best to fit on the scales. However, at times, she does not offer this encouragement and so does not extend children's critical thinking skills to the optimum.
- The childminder works well with other childcare settings. She shares information and builds on what children have been learning. Additionally, the childminder maintains good partnerships with parents. They feel that she communicates well and supports them in building on their children's learning. For example, the childminder lends resources for children to use at home.
- Children enjoy some opportunities, such as painting, that support them in making marks. However, these opportunities are not consistent and children's ability to make marks and start to understand that writing has a purpose are sometimes limited.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to promote children's welfare. She completes regular training to keep her knowledge of safeguarding up to date. The childminder is aware of how to identify any concerns about children's welfare and report these to the appropriate agency. This includes identifying risks to children associated with exposure to extreme views and practices. The childminder recognises the potential dangers associated with use of the internet and takes effective action to protect children. She helps children to understand the possible risks and use the internet safely.

What does the setting need to do to improve?

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

- enhance the opportunities that support children in considering things further and developing their critical thinking skills when they come across problems in their play
- build on the opportunities that support children in making marks and learning that writing has a purpose.

Setting details

Unique reference number	EY420694
Local authority	Hertfordshire
Inspection number	10131876
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 12
Total number of places	6
Number of children on roll	17
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2011 and lives in Welwyn Garden City. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector observed activities and assessed the impact these have on children's learning. She carried out a tour of the home with the childminder to discuss and understand how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of household members.
- The inspector talked with children at appropriate times throughout the inspection. She considered their views and those of parents.

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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