

Childminder report

Inspection date:

25 November 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 are excited to arrive at this homely setting. The childminder and her co-childminder create a warm, friendly environment, where children demonstrate that they feel happy. Children rush to greet their friends when they arrive, and are eager to engage in the numerous learning opportunities the childminder provides. Children feel secure in the nurturing care of the childminder. They regularly approach her for affection and cuddle up to her to listen to stories.

Children demonstrate high levels of confidence. They interact well with visitors, asking them questions and encouraging them to join in their play. The childminder supports children's self-esteem well by offering lots of praise for their efforts in activities. Children proudly show off their artistic achievements, which are on display throughout the setting.

Children are learning to become independent. The childminder encourages children to complete age-appropriate tasks, and allows them plenty of time to explore and develop new skills. For example, young children are learning to put on their own footwear. The childminder supports them to explore and discuss how it feels when shoes are put on the wrong feet. Children then compare the sensations and level of comfort to when they wear shoes correctly.

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

- Children behave well in this calm and nurturing environment. They learn to take turns in activities, and understand the impact unkind behaviour has on their friends. The childminder is a good role model, consistently demonstrating good manners and kindness to children and adults.
- Parents speak highly of the childminder. They value the close bonds their children have with the childminder and her co-childminder. Parents are particularly complimentary about the advice the childminder gives when supporting them and their children through the referral process. They comment on how her knowledge and caring approach makes the process less daunting for them.
- The childminder demonstrates good knowledge of how children learn. She uses their interests and past experiences to plan exciting learning opportunities, which children engage well in. For example, children who enjoy outdoor activities attend regular forest school sessions. The childminder uses this as an opportunity to support children's mathematical and language development when constructing dens.
- Children are encouraged to take an active role in the way the environment is organised, and the activities they participate in. For example, the childminder is constructing a cabin for her business. Children play an active role in choosing the

design and the way it will be decorated.

- The childminder monitors children's learning well. She completes regular assessments to help identify gaps in children's learning, which she communicates well to parents. She is swift to engage the help of other professionals to provide additional support for children where necessary. Children make good progress from their starting points.
- The childminder works hard to establish effective means of communication with all families. Parents receive daily photographs and updates about children's routines. Information and assessments regarding children's development are shared via an electronic journal system. This allows parents to input their findings from home before sharing with other professionals.
- The childminder places a sharp focus on developing children's communication skills. She creates an environment where children are encouraged to engage with one another. For example, lunchtimes are a highly sociable event. The children sit together with the childminder and her co-childminder and discuss their favourite foods. The childminder role models new and descriptive words, and consistently corrects children's mispronunciations.
- The childminder has good knowledge of the children in her care. She carefully plans activities which are aimed at supporting their individual development and promoting well-being. For example, several children have recently been to the dentist. The childminder supports their understanding of effective oral hygiene in a tooth brushing activity. She also uses this as an opportunity to address any fears they have about visiting the dentist. However, these group activities can, on occasion, be dominated by the more outgoing children in the group. Quieter, more reticent children are not always supported to engage fully in these learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge of the signs and symptoms which could indicate a child is at risk from harm. She confidently explains the correct process to follow when reporting concerns to the appropriate authority. The childminder completes regular safeguarding and first-aid training to keep her knowledge up to date. She conducts regular risk assessments on all areas of her practice to ensure it is safe for all children.

What does the setting need to do to improve?

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

- better support the learning and development of quieter, less outgoing children in group activities.

Setting details

Unique reference number	EY424516
Local authority	Hertfordshire
Inspection number	10235529
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 November 2016

Information about this early years setting

The childminder registered in 2011. She lives in Stevenage, Hertfordshire and works with her husband who is also a registered childminder. The childminder operates all year round from 7.30am until 5.45pm on Monday and Thursday, and from 8.30am to 5.45pm on Tuesday, Wednesday and Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Antonia Campbell

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 inspector considered the views of parents by viewing feedback letters during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.

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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