

Childminder report

Inspection date: 2 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and safe in the childminder's care. They engage well in independent play and during activities the childminder plans for them. Children enjoy completing jigsaw puzzles. They have confidence in their own abilities, as they say 'no' to the childminder when she asks if they need help. They look carefully at the pictures and easily recognise which piece they need next. They show strong spatial awareness as they work out how shapes fit together.

Children have strong attachments to the childminder. They stay close to her for reassurance when there are visitors in the house. Their confidence grows as they become familiar with new adults and they are keen to show visitors what they are doing. Children are developing good independence skills. They readily tidy away toys they have finished playing with and their behaviour is good. Children enjoy being outdoors. They are constantly active, using the slide and scooters. They have fun with the childminder as they take turns to be a footballer or goalkeeper. These outdoors activities have a positive impact on children's health and well-being.

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

- Since the last inspection, the childminder has placed a high focus on continuous professional development. This has had a positive impact on her knowledge and understanding of how children learn and develop. The childminder knows where children are in their development and has clear next steps for learning in place for them. She tracks the progress children are making and clearly identifies where any extra support is needed.
- Parents speak positively about the childminder. They state that she gets to know children well and they settle with her very quickly. Parents are pleased with the progress their children are making.
- The childminder is keen for children to learn about mathematics. Her teaching is good and she models mathematical language well. For example, she talks about 'full' and 'empty' as children play with sand and encourages children to count as they play. Children show their increasing understanding as they point to pictures and count correctly up to ten.
- Children's speech and language skills are good. They are learning how to use words to make their needs known and to hold conversations. Children use their strong vocabularies as they describe what they see in pictures in books. As they play with small-world toys, children use their imaginations. For example, they explain how they are using different resources to represent a volcano.
- Children thoroughly enjoy books and listen well as the childminder shares stories with them. They are learning how to gain information from looking at pictures and talk about what they can see. Children are becoming interested in words and learning which letters are in their names. However, the childminder uses

letter names rather than sounds when she spells out words. This does not support children's early reading and writing skills in the best possible way.

- The childminder is very enthusiastic and strives to provide the best care and education for every child. She works closely with parents to find out what experiences children have at home. As they play with animals, the childminder encourages children to talk about their visit to the zoo. However, at times, she asks them too many questions in quick succession. This does not enable children to process information and think about their responses.
- The childminder reflects on her teaching methods, resources and environment to ensure that they meet the needs of the children attending. She has a good understanding of children's interests and plans activities based around these. The childminder is currently planning how she can provide more learning opportunities outdoors. This is to enable her to support the ongoing learning for those children who prefer to learn outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. She knows how to contact relevant agencies in her local area, to seek advice or to make referrals. The childminder has a clear safeguarding policy in place, which she bases her strong practice on. She shares her policies with parents to help them to understand how she keeps children safe. The childminder talks about other ways she keeps children safe, such as by regularly assessing risk in her home or on outings she takes children on.

What does the setting need to do to improve?

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

- introduce children to letter sounds to promote their developing interest in word building
- provide children with more time to process information and respond to questions to enhance their developing thinking skills.

Setting details

Unique reference number	EY430613
Local authority	Hertfordshire
Inspection number	10229964
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 March 2022

Information about this early years setting

The childminder registered in 2011 and lives in Stevenage, Hertfordshire. She operates Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder occasionally works with an assistant.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluations.
- The inspector and childminder took a tour of the premises and discussed how she operates her practice.
- The inspector observed the childminder joining in with children's activities and discussed the learning that was taking place. The inspector and childminder also discussed the needs of individual children and talked about the progress they are making.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to the suitability of assistants and household members, safeguarding and complaints.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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