

Childminder report

Inspection date: 2 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are settled and at ease in the childminder's nurturing care. They develop close relationships with the childminder and one another. Children are happy and confident. They make decisions about what they want to do and play with. Children show great confidence towards visitors. They ask them for support to manage their outer clothing and are eager to share their skills with them.

Children excitedly jump up and down as they select a card with a picture of their favourite song. They thoroughly enjoy singing with the childminder and join in with actions to the songs. Children laugh with delight as they pretend to waddle like a penguin and gallop like a horse. The experienced childminder introduces children to numbers and mathematical concepts in a manner that ensures children have an embedded understanding of what numerals represent. This motivates children to match the correct numeral to the amount of toy fruit. Children compare the different lengths of dough that they mould with the palms of their hands. They develop the small muscles in their hands in preparation for writing as they practise using toy scissors to snip the dough. Children learn about the positive impact of a healthy lifestyle and the importance of following a good hygiene routine.

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

- The childminder knows the children she cares for very well. She uses her regular observations and assessments of children to monitor their individual learning needs effectively. Children benefit from a rich and varied curriculum that helps them to make very good progress from their starting points.
- Partnerships with staff at other settings that the children attend are very well established. The childminder obtains pertinent information about what children are learning at these settings and skilfully incorporates this into the curriculum she provides. She regularly shares her assessments of children and their next steps in learning with the staff. This successfully supports children's continuity of learning. Parents value the excellent levels of communication. They appreciate the 'passion' the childminder has for working with children and regard her as 'a member of their own family'.
- The childminder provides a wide range of opportunities to enhance children's physical development. For example, they go for walks to the woods and climb steps to bridges and steep hills. The childminder skilfully plans these trips to teach children about the wider environment and the world around them, while promoting their physical well-being. For example, children learn about the different seasons, how train stations operate and about the local and wider community.
- The childminder reflects on all aspects of her setting and practice. She

consistently develops her professional knowledge and skills for the benefit of the children.

- Children understand the clear boundaries in place at the childminder's home. They show care and consideration for others. Children are motivated to help tidy away what they have finished playing with, as the childminder sings the tidy-up song to them. They quickly complete the task in hand. The childminder calmly manages any minor disagreements that children have. She uses a range of activities to support children to understand their own and others' emotions, to help them regulate their own behaviour in the future.
- Children develop a true love of books. All children sustain attention and eagerly listen to the childminder reading stories that are familiar to them. The childminder reads with great enthusiasm and brings the stories to life using props, making this a wonderful interactive experience for children. They thoroughly enjoy moving their soft caterpillar toys to pretend they are eating the different foods on the pages of the book.
- The childminder provides children with a commentary of their actions as they play. She repeats what children say to help them learn the correct pronunciation of words. The childminder encourages children to talk about previous experiences they have enjoyed to enhance their communication skills. However, occasionally, when the childminder asks questions, she quickly responds with the answer before children can consider what they want to say in response. This does not consistently support children's critical thinking and opportunities to practise their language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses a broad range of suitable child protection training on a regular basis and reads literature about related topics. She is knowledgeable about wider issues that can affect children, such as extreme views and behaviours. The childminder knows precisely how to report any concerns about children to relevant professionals, to protect children from harm. She knows what to do if an allegation is made against herself or household members. The childminder has robust procedures in place to keep children safe when they are out in the local environment.

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 allow children time to think, respond and express their own ideas.

Setting details

Unique reference number	EY359632
Local authority	Hertfordshire
Inspection number	10127184
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 May 2015

Information about this early years setting

The childminder registered in 2008 and lives in Hitchin. She operates from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- This was the first routine inspection the provider 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 childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning. 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 held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of all household members.
- The inspector interacted with children during the inspection. She took account of the views of parents through written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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