

Childminder report

Inspection date: 7 February 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children have great fun at the childminder's house. They demonstrate that they are happy and settled in the warm and friendly environment. The childminder gives children lots of individual attention, so they feel safe and secure. Children who are initially anxious about separating from their parents, settle well and enjoy being in the childminder's care. The childminder is very calm. Her confident and relaxed manner helps children to develop a sense of belonging and feel comfortable in her home. Children form close relationships with her and each other. They learn to take turns, share and enjoy playing together from a very young age. Children regularly attend local toddler groups. This helps them to become more confident in social situations and make new friends.

Children benefit greatly from the childminder's enthusiastic approach to outdoor learning. They have many opportunities to explore, imagine and create. The outside playroom and garden are filled with real-life and open-ended resources. For example, children delight in playing with the metal tea sets, serving trays and kitchen utensils. There is also a wide variety of natural items, such as shells and stones, that children can explore and investigate. The childminder allows children time and space to interact and negotiate with each other during their play. Children are learning the skills that will support them in their future learning and when they start school.

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

- The childminder has a very good understanding of how children learn. She has gained her knowledge and skills through her many years of working with children and accessing a wealth of training opportunities. For example, recent training about the 'Curiosity Approach' has helped her to support children to think for themselves, make their own choices, and direct their own learning.
- Children are developing good early literacy skills. They love books and listening to stories. Children enjoy mark making with the wide range of resources. Older children begin to recognise their name. For example, the childminder provides small-world people with the children's names on them for self-registration. Children proudly recognise their name on their 'little person' and put them in the 'little house' on a shelf in the entrance hall when they arrive.
- The childminder knows every child's stage of development and learning needs well. She uses her observations and assessments to help her in identifying children's next steps in learning. She shares this information with parents, so they can work together to promote children's learning. When planning activities, the childminder considers the ages and developmental stages of the children, and their individual likes and interests. As a result, all children make good progress.

- Children have many opportunities to develop their independence and self-care skills. The childminder gives them time to do things for themselves. Young children develop confidence in putting on their coats and shoes. They enjoy taking responsibility for small tasks, such as tidying away the toys.
- Children learn about the world in which they live in a variety of exciting ways. They go on outings in the local community and notice the changes in the seasons. Children excitedly put food in the bird feeders and watch as the birds come to eat it. They talk about why birds need more food in the winter.
- Partnerships with parents are exceptionally strong. Parents say that the childminder 'has a lovely manner, and is kind, calm and patient with the children'. They describe her provision as 'a safe and interesting place, where children can flourish'. They are impressed by the wide variety of resources the childminder provides and fully appreciate the delightful learning journey books the childminder makes for the children.
- The childminder seeks to continuously improve her practice. She regularly gathers the views of parents and children. She uses their feedback to provide a high-quality provision. The childminder is keen to make full use of all training and development opportunities available to extend her good practice even further.
- The childminder models language and supports children in their pronunciation of words. She sits at their level, offering praise and encouragement and listening to their ideas. However, occasionally the childminder does not make the best use of all opportunities to introduce new words to children during activities, in order to build on children's early speech and developing vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given high priority by the childminder. She has undertaken a vast amount of training focused on safeguarding children. The childminder has a very good understanding of safeguarding issues and can confidently discuss the signs that might indicate they are at risk of harm. She is vigilant in recognising any concerns, such as changes in children's behaviour. The childminder is aware of how to monitor and report any concerns. Young children are supported to accept responsibility and learn how to keep themselves safe. For example, they know that they have to handle the china cups carefully in the role-play area, so that they do not break them.

What does the setting need to do to improve?

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

- make more effective use of spontaneous opportunities to develop children's early speech and expand their vocabulary.

Setting details

Unique reference number	162284
Local authority	Hertfordshire
Inspection number	10276121
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 July 2017

Information about this early years setting

The childminder registered in 1994 and lives in Bishops Stortford. She operates Monday to Friday, from 8am until 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

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 their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from 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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