

Childminder report

Inspection date: 11 October 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 develop close relationships with the childminder, who is kind and caring. This helps children to feel happy, safe and emotionally secure. Children happily snuggle into her while she reads a favourite story. The childminder points to the pictures and pauses after each word to encourage children to repeat what they hear. The childminder has clear intentions for what she wants children to learn and plans learning opportunities that reflect their interests. For example, she sets out a toy car garage, as she knows it is of current interest to children in her care. The childminder captures children's interests and stimulates their curiosity. For example, she helps children to notice wildlife in her garden. Children spot birds flying into the garden. The childminder encourages children to remember the names of the birds.

The childminder takes children out into the local community. She provides opportunities for children to mix with other childminders and their children. This helps children to develop their confidence and social skills in larger groups. The childminder helps children to know what to expect by having predictable routines. She models good manners and speaks respectfully to children. This helps children to learn how to behave.

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

- The childminder collects information from parents when their children first start. This helps her to find out about children's current levels of development, interests and care needs. She uses this information to help children to make the best possible progress.
- The childminder supports children to develop an awareness of their local community. She takes children to visit places of interest, such as the library and toddler groups, to meet and socialise with wider groups of people. Although the childminder incorporates festivals and cultural celebrations into her planning of the curriculum, she does not always consider how to use information about children's backgrounds and family to help them gain an even better understanding of what makes them unique.
- The childminder supports children's language development well. She sings nursery rhymes and encourages children to join in with the actions. The childminder provides a commentary as children play; she models the correct pronunciation and responds to their attempts to communicate. Children make good progress in their communication and language skills.
- Children develop their concentration and attention span as they explore play dough. The childminder models rolling and cutting the dough. She teaches children how to use their hands to push down and twist the cutters to make the animal shapes. Children smile at their success, and the childminder praises

them, raising their self-esteem and confidence.

- Children are developing their social skills. Their behaviour is good and appropriate for their stage of development. The childminder talks to children about their emotions and how they are feeling. She takes time to explain carefully and listen attentively as she plays alongside them.
- The childminder teaches children about the importance of leading healthy lifestyles. Children are physically active, eat nutritious and well-balanced snacks and meals and have plenty of time in the fresh air each day.
- Children build on their independence skills with support. They learn to wash their hands before mealtimes and use cutlery to feed themselves. This prepares children well for school.
- The childminder skilfully weaves mathematics into everyday routines. During mealtimes, she helps children to compare the sizes of the bowls. Children hear positional language, such as 'over' and 'under'. This supports the development of their early mathematical skills well.
- The childminder is reflective of her practice. She keeps her knowledge and skills up to date by attending training events and networking with other childminders. The childminder's knowledge and skills continue to build over time.
- The childminder shares information with parents about their children's care needs and the activities they have taken part in. However, she does not consistently support parents with how to extend their child's development at home or share precise information about what their children need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She can recognise the signs and symptoms of a range of different types of abuse, including radicalisation and county lines. She knows who to report any concerns to if she is worried for a child's safety. She also knows the procedure to follow in the event of an allegation being made about herself or a member of her family. The childminder supervises children effectively, including during mealtimes. She ensures her home is safe for children and has effective risk assessments to keep children safe in the home and on outings.

What does the setting need to do to improve?

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

- implement further ways to help children develop an even better awareness of diversity to support their understanding of what makes them unique
- share more precise information with parents about their children's current levels of development and how they can support them further at home.

Setting details

Unique reference number	129162
Local authority	Hertfordshire
Inspection number	10295267
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 December 2017

Information about this early years setting

The childminder registered in 1988 and lives in Hatfield, Hertfordshire. She operates from 8am until 5pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Topham

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 setting.
- The childminder and inspector discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder throughout the inspection as appropriate.
- Children interacted with the inspector during their activities.
- The inspector and childminder evaluated an activity together.
- The inspector looked at relevant documentation.
- A number of parents gave written feedback to the inspector during the inspection, and the inspector took account of their views.

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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