

Childminder report

Inspection date: 13 February 2024

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 are happy to attend this stimulating setting. The childminder creates a fun and inspirational environment that sparks children's curiosity and sense of discovery. Children settle very quickly and become deeply engrossed in exciting activities. They have opportunities to explore independently and choose what they would like to access, with support from a kind and thoughtful childminder. For example, children have an amazing time engaging in a colouring activity. The childminder encourages them to select their favourite mark-making tools while talking about what they are doing. Children concentrate intently and are able to name most colours. This helps build on children's fine motor skills, mathematical skills and supports their creativity and imagination.

The childminder is very nurturing and has high expectations of children. They rise to the challenge by following the setting's routines and boundaries exceptionally well. Children behave very well and show high levels of respect and consideration towards the childminder and their peers. Furthermore, children have a special bond with the family pets too, showing care and immense affection. Children form strong relationships with the childminder, who in turn responds to their needs with reassurance and kindness. The childminder values children's achievements and continuously offers them praise and affirmation. This helps build on their self-esteem, confidence and emotional resilience.

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

- The childminder offers a diverse and inclusive practice. She takes into account children's needs, abilities and interests when planning a wide selection of stimulating and exciting activities. For example, the childminder encourages children to observe various animals, name them, then categorise them based on where they live. Children show high levels of concentration and determination, and they persevere when challenges occur. This helps further enhance their understanding of the world and cognitive development.
- The childminder is an exemplary role model for the children. She models language well and engages children in meaningful conversations. She introduces new words such as 'watermelon', 'blueberries' and 'cocoon'. However, the childminder does not make use of all opportunities to encourage younger children to acquire and consolidate new vocabulary.
- The childminder creates fantastic opportunities for the children to explore books to develop a passion for reading. As the children listen mesmerised to their favourite story about a frog, the childminder encourages them to look at the pictures with fascination and turn the pages of the book by themselves. This also helps build on children's listening and attention and literacy skills.
- Children have a great time engaging in role play with their peers. They pretend

to be shopkeepers, taking turns to operate the till successfully. The supportive childminder is readily available to enhance their play and provide more resources and props. Children talk about what they are doing and are particularly interested in the cause-and-effect toys. They laugh and giggle with excitement, displaying positive levels of energy and enthusiasm. This helps build on their social interactions, communication and language and problem-solving skills.

- Children enjoy a threading activity to build on their dexterity and control. Older children focus intently and identify shapes such as 'triangle' and 'circle'. The childminder supports younger children by demonstrating the activity effectively. This further enhances children's mathematical skills and hand-to-eye coordination.
- The childminder has good knowledge and understanding of children's development and what they need to learn next. She completes regular progress assessments that she shares with the parents and other relevant professionals. However, on occasions, the childminder does not identify when children need more challenge to extend their learning further, particularly younger children or children requiring additional support.
- The childminder has a clear vision for her setting. She constantly reflects on her practice and strives to deliver high-quality care and education. The childminder finds inspiration and motivation in the positive relationships she has built with other childminders from the local community. Furthermore, the childminder completes regular and relevant training to keep her knowledge up to date.
- Partnerships with parents are effective. Parents value all the fun and exciting activities the childminder provides for all children. They appreciate the progress their children make and admire the childminder's warm and knowledgeable nature.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide opportunities for all children to learn a wider range of new words, particularly younger children and children requiring additional support
- adapt the quality of teaching and education to ensure all children are suitably challenged in their learning.

Setting details

Unique reference number	162312
Local authority	Hertfordshire
Inspection number	10316851
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2001 and lives in Ware. She operates all year round from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of early education of two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

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 provision.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Parents spoke about the setting to the inspector, who took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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