

Childminder report

Inspection date: 13 January 2020

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 enjoy going on walks with the childminder to local parks and the castle grounds to benefit from regular fresh air and active outdoor play. They also go to playgroups to make friends and learn new routines. Children develop their social skills. Parents comment on the clear behaviour expectations consistently provided by the childminder. They add how well behaved their children are with her. Children comment how the childminder does not tolerate mischief and how much they care for her.

Children thrive in the caring attention of the childminder and develop close relationships with her. They welcome her involvement in their play and respond well to her ideas, which help extend their learning. The childminder ensures that children's care and emotional needs are consistently met. Children listen attentively to her. They are keen to take part in activities and are engaged in their play. As children encounter difficulties, they try again and persevere. The childminder uses praise well and gives children tips so that they can complete tasks themselves. Children are proud of their achievements and develop a can-do attitude to learning. Children, including those with special educational needs and/or disabilities, make good progress over time and are prepared for school or the next stage in their learning.

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

- The experienced and qualified childminder provides a variety of activities to ensure children access a wide range of learning opportunities. She understands how to promote children's learning. For example, she uses questions well and narrates to children to develop their communication skills. Children learn new words as they play, rapidly expanding their vocabulary.
- Children benefit from regular stories and rhyme sessions. They independently access books and eagerly join in with rhymes. Children become familiar with their favourites and develop their literacy skills. For example, they join in with key parts of rhymes. They cuddle up with the childminder and talk about what happens in favourite stories.
- Children concentrate as they pick up coloured balls with tweezers. They control the tweezers to move the balls into bowls. Children learn to use tools and develop their physical skills. The childminder encourages children to organise and categorise the balls in different ways. She lets them choose the way they want to do it. Although the childminder introduces some mathematical language, she does not always make the most of opportunities to develop children's early number and counting skills.
- The childminder has effective partnerships with parents and knows the children well. They regularly review children's progress together. The childminder has

started to develop partnership working to share information with other settings that the children attend. However, the information is not always detailed enough or focused on children's learning to fully promote consistency in supporting children's learning.

- Children learn to take appropriate risks. For example, they learn to use scissors safely. The childminder teaches them how to stay safe when walking by, and crossing, roads. Children learn about healthy lifestyles, for example, they learn to recognise when they are thirsty and the importance of drinking sufficient fresh water.
- The childminder is a good role model. She shows children that she values their opinions. Children ask her views in return and are thoughtful in their actions, taking into account her responses.
- Children are kind, caring and helpful. For example, when the childminder changes her shoes after being outside, they readily offer to put her shoes away. Children are supported to develop their independence skills in everyday routines and opportunities. For example, the childminder gives children the time and encouragement to put on their coats as they get ready to go out.
- The childminder strives to continually improve the experiences and outcomes for children. She is thoughtful and inclusive in her practice. For example, she positions equipment so that all children are able to join in activities and sit next to their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an effective working knowledge of how to identify the possible signs and symptoms of abuse and neglect. She has a robust understanding of the procedures to follow should she have any such concerns regarding a child's safety or welfare. The childminder attends training to ensure her knowledge remains current. She understands her role and responsibility to help keep children safe. She has robust policies in place to support children's safety, including the supervision of any necessary visitors in her home and controlling the use of mobile phones in her home.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their early number and counting skills, to provide them with a secure basis for their later learning
- strengthen partnerships with other settings that children attend, to gather more information on children's learning and promote consistency in supporting their next steps in learning.

Setting details

Unique reference number	149085
Local authority	Hertfordshire
Inspection number	10063526
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 November 2015

Information about this early years setting

The childminder registered in 2001 and lives in Berkhamsted. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Becky Williams

Inspection activities

- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- The inspector looked at the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. The inspector observed an adult-led activity and evaluated it with the childminder.
- At appropriate times during the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living and working on the premises. The inspector held several discussions with the childminder.
- The inspector took account of parents' views through written feedback during the inspection.

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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