

Childminder report

Inspection date:

27 March 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children demonstrate that they are happy and settled in the childminder's home. They clearly form strong bonds with the childminder and enjoy the time that they spend with her. The childminder and children sit and chat together about the children's day, where the childminder takes a genuine interest in what children have to say. This helps to create a warm and welcoming environment for children to spend their time in.

Children are independent. They know what is on offer at the childminder's home and follow their own interests confidently. They access their favourite books and get comfortable in the childminder's living room to read to themselves. They confidently speak to the childminder and visitors about what is happening in the story.

Children behave positively in the childminder's home and feel valued. They learn to be kind and respectful thanks to the childminder's calm interactions with them. The childminder shares her expectations with children and speaks to them about people's differing opinions and life experiences. This supports them to be thoughtful and behave compassionately towards others.

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

- Children's opinions and preferences are carefully considered. For instance, the childminder prepares a nutritious meal for children, including their favourite foods. She reminds children to drink plenty of water and talks to them about why this is important. This helps to broaden children's knowledge and understanding of how to keep themselves healthy.
- The childminder has made adaptations to her premises to ensure that she provides an inclusive environment for all children, including those with special educational needs and/or disabilities. She works collaboratively with parents to meet children's needs fully. For instance, she works with them to provide safe and appropriate wheelchair access to her home. She carefully considers how to ensure that activities are accessible and all children can spend time together, moving furniture to provide space for children to play games with their friends. As a result, all children thrive in the childminder's care.
- Strong partnerships with other professionals are in place. The childminder has established effective communication with staff at other settings children attend. They hold daily discussions about the children, sharing relevant information. The childminder uses this information to strengthen children's learning. For instance, she listens to children read after their school day.
- The childminder knows the children she cares for well. She ensures that the

activities she plans are relevant to the children who attend. She supports children to learn about other cultures which their friends who also attend the childminder's home celebrate. For example, she plans activities relating to Chinese New Year and invites children to share their own experiences relating to the festival. The childminder speaks confidently about children's wider family networks and recognises the important role these family members play in children's lives.

- Parents are very happy with the care that the childminder provides. They speak about her open and honest approach and her strong communication. The childminder gives parents a full handover at the end of the day and passes on messages from school to ensure that they are fully informed about their children.
- The childminder recognises the importance of completing mandatory training and displays her certificates for parents to see. She reflects on the provision she offers, updating her procedures as required. She is keen to develop her wider professional knowledge, exploring topics which interest her. The childminder recognises how this could enhance the provision she offers even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is kept up to date. She is aware of the local procedures to follow should she have concerns about any children. The childminder understands what to do if an allegation is made against herself or a household member. She reviews her written safeguarding policy to ensure that this is appropriate. The childminder notifies Ofsted of changes to her household members when required and is aware of other occasions where she may need to make a notification.

Setting details

Unique reference number	149085
Local authority	Hertfordshire
Inspection number	10283983
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	5 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 January 2020

Information about this early years setting

The childminder registered in 2001 and lives in Berkhamsted. She operates all year round, from 3pm to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Jenny Hardy

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 provider.
- The inspector discussed the suitability of the premises with the childminder.
- Parents spoke to the inspector and shared their views and opinions of the childminder's service.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector viewed relevant documentation, including written policies and qualification certificates.

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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