

# Childminder report

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Inspection date: 14 March 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are happy and demonstrate that they feel safe in the childminder's care. They are inquisitive and curious to explore the rich range of resources that stimulate them to use their senses. Babies smile with delight as they discover how to create interesting sounds with a foil blanket. They scrunch the blanket using their hands and discover how the sound changes as they sit on the blanket and move their legs backwards and forwards.

Children are highly motivated and persevere to learn new skills. They make excellent attempts to press the button on a pretend cooker to make the hob light turn on. Babies' eyes light up with delight as they listen to the childminder sing them their favourite songs, and they begin to join in with the actions. They show good critical thinking skills as they search for different textured balls hidden in a basket of blankets. Children develop a strong love of books. They study the images on the pages and begin to match toy animals, such as ducks, to those that they see on the pages. Babies are fascinated with looking at the reflection of themselves in a mirror and in the childminder's windows.

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

- The childminder successfully supports children's emotional well-being. She carefully considers their previous experiences. Effective settling-in arrangements help children to feel safe and secure. Children snuggle up to the childminder as they become tired and enjoy frequent cuddles with her. Regular mindfulness sessions help children to identify and express how they are feeling.
- Children have good opportunities to be physically active. Visits to the local park enable them to climb steps, balance on beams and swing their legs backwards and forwards to manoeuvre themselves when sitting in a swing. Babies pull themselves up on sturdy equipment and develop good core muscles in preparation for walking. The childminder encourages children to join in with yoga sessions. This helps to build stamina and gain flexibility and mobility in joints and muscles.
- Children develop a good understanding of the natural world. They enjoy nature walks in the village, where they learn about the different seasons. Children observe how the leaves on the trees change colour. They search for different types of grasses and collect natural resources, such as twigs and daises, to create a collage. Children show kindness and respect towards the childminder's pet cats. They know to stroke them gently.
- The childminder teaches children good health and hygiene routines. She provides them with varied and nutritional meals. The childminder encourages children to try a wide range of vegetables to help broaden their tastes.
- The childminder provides children with a commentary of their actions as they

play and introduces them to new words. She consistently responds to babies' babbles and their early vocalisations. This helps them to learn the pattern of conversation and motivates them to have a go at saying the words that the childminder repeats.

- The childminder knows the children well. Her initial assessments of children as they play help her to find out about their interests and what they know and can do when they first begin attending. However, the childminder does not make the very best use of this information to tailor children's next steps in learning to precisely inform early planning.
- The childminder is committed to improving her practice and regularly updates her knowledge and training to advance her skills. For instance, she has recently completed training in supporting children's mental health through the use of singing.
- Parents are positive about the care that their children receive. They comment how they feel very well informed about their child's time with the childminder. Parents particularly appreciate the 'home-from-home' and 'nurturing' environment. The childminder regularly shares photographs with parents of children's experiences and new skills they are working towards. However, she does not offer precise ideas about how parents can support children's learning at home, to help children make the best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to safeguard children. She knows how to report any concerns she may have about children or adults. The childminder completes regular training and demonstrates a good knowledge of wider aspects of safeguarding, such as the 'Prevent' duty and the risk to children of being exposed to extremist views. The childminder is aware of the possible dangers associated with use of the internet and ensures that she protects children. She provides parents with guidance to help keep children safe at home when using the internet.

## What does the setting need to do to improve?

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

- extend the use of the information gathered when children first start to inform their unique next steps in learning
- enhance the support offered to parents to aid them in extending children's learning at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 149238                                                                            |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10219421                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 1 August 2016                                                                     |

## Information about this early years setting

The childminder registered in 1997 and lives in Bennington. She operates from 8am until 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Lorraine Pike

## Inspection activities

- This was the first routine inspection the setting 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 inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection and looked at relevant documentation.
- The inspector talked with children during the inspection. She took account of the views of parents through written feedback provided, and discussed with the childminder how she reflects on the service she provides.

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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