

Childminder report

Inspection date: 23 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 demonstrate that they are happy and relaxed in the childminder's home. They have adapted to the changes in routine due to the COVID-19 pandemic and readily leave their parents at the door. They move around freely and independently choose their own resources and activities. The childminder acts as a good role model for positive behaviour. She speaks to children in a calm manner and offers gentle reminders about the importance of walking when inside her home. The childminder provides children with plenty of praise to boost their confidence and self-esteem when demonstrating good behaviour. As a result, children's behaviour is extremely positive.

Children show deep levels of concentration and engagement during activities. For example, they thoroughly enjoy deciding what vegetables to put on their own pizza. They confidently select their own pizza toppings from a range of healthy ingredients. The childminder uses this opportunity to talk about the different colours and textures of the vegetables. She supports the children to safely use the knife to cut their mushrooms. Children have a close bond with the childminder, who joins in with their play and listens to children as they share their ideas.

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

- The childminder supports children to develop their independence skills. Children know how to hang up their coats on arrival. The childminder encourages children from a young age to develop their self-care skills. Young children learn to wash their hands independently. The childminder provides them with a step in the bathroom, which enables them to reach the sink. As a result, children are developing the range of skills they need to learn in readiness for the next stage in their learning and school.
- The childminder provides an exciting curriculum outdoors that helps children to develop a love of the outdoors. Children have the opportunity to choose and buy vegetables at the local farm shop. They enjoy walks around the local area and even have the opportunity to ride in a steam train. This helps to promote the wider world in an interesting and engaging way.
- Children are given many opportunities to develop their independence. They are encouraged to make choices during adult-led activities. For example, while making pizza, the children have time to sample the toppings and decide for themselves which ones they would like to use. She uses these opportunities to support children's early mathematical understanding when she encourages them to cut olives in half. She talks to the children continually and asks them questions. The childminder sometimes moves children's learning on too quickly. This means that children do not always have time to consolidate what they have just learned.

- The childminder supports children's language and communication well. She captures good opportunities to introduce new words and explain their meaning. For example, when making their pizzas together, she tells a child that adding cheese and pineapple to a pizza creates a 'Hawaiian' topping. As a result, very young children are confident and articulate in their conversations with her.
- The childminder has established strong partnerships with parents. Parents have provided written testimonials. They report that they appreciate the home-from-home environment the childminder creates, where their children flourish. She keeps them fully informed of their children's daily achievements. They talk about her calm, gentle and encouraging approach that has supported their children to grow in confidence since starting in her setting.
- The childminder is extremely organised in how she manages her setting and is professional in her approach. She ensures that her mandatory training remains up to date. The childminder uses self-evaluation successfully to identify areas for improvement and further raise the quality of her provision. She has completed several online training courses and plans to focus future training to support the children in her care. She has a good understanding of where gaps in children's learning have emerged, especially around their social interaction, and provides extra one-to-one support. This means that all children develop their skills across the curriculum and enjoy learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her role and responsibility to safeguard children and to protect their welfare. She confidently identifies the possible signs and symptoms that may indicate a child is at risk of abuse. The childminder has a clear understanding of how to respond appropriately to a concern. The childminder understands the importance of identifying and supporting children and families who may be at risk of harm from extreme behaviours or views. She regularly attends safeguarding training to help ensure that her knowledge remains up to date.

What does the setting need to do to improve?

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

- focus training and professional development opportunities to raise the quality of teaching even further, particularly around how children consolidate new learning so that they remember what they have learned, to support their continued progress.

Setting details

Unique reference number	149452
Local authority	Hertfordshire
Inspection number	10219422
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 August 2016

Information about this early years setting

The childminder registered in 1995 and lives in Baldock, Hertfordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Shelly McDougall

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Discussions were held between the childminder and the inspector, to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector took account of the views of parents by reading written testimonials.

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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