

Childminder report

Inspection date: 20 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are very happy and well cared for by this nurturing childminder. They are very settled and show that they feel secure. This is evident from their continuous smiles and eagerness to join in with the wide range of activities. Children show that they know the childminder well. They prompt her to put on her glasses when they bring her their favourite book to read. The childminder values the unique needs of children and considers their learning style, personality and interests to inform an ambitious curriculum. Children show a positive attitude towards learning. They develop good dexterity and the small muscles in their hands as they persevere to peel stickers off a reel. Children confidently seek out visitors to join in with their play. They experiment how stickers stick to different surfaces, such as visitors clothing and hair. The childminder provides children with time to solve problems, especially when the stickers fold in half.

The childminder teaches children to be gentle when touching her pet cat. She provides children with an abundance of opportunities to mix with larger groups of children at daily organised groups and play dates. This helps children to build good social skills and friendships. Outings in the community provide children with a strong sense of belonging and help support their understanding of the wider world.

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

- The childminder plans an inviting curriculum which builds on children's experiences from home, as well as what they already know and can do. She knows the children she cares for very well. As a result, she implements a range of experiences and activities that focuses on supporting children to achieve their identified next steps in learning. This means that children make good progress and develop the skills they need in readiness for school.
- Children learn about number sequences and simple mathematical concepts during their play and everyday routines. For instance, the childminder regularly sings number songs to children and counts out children's breadsticks at snack time. Children show a high level of curiosity between the size of visitor's shoes and their own. The childminder encourages them to make comparisons. This helps children to identify the difference between big and small.
- The childminder is a positive role model for children. She consistently uses good manners when speaking with children and has high expectations of children's behaviour. Children positively respond to the childminder's gentle and clear reminders to not put crayons in their mouth and only use them on paper. This helps children to understand the boundaries in place.
- The childminder receives some updates from external agencies, such as the local authority, and completes mandatory training such as first aid and safeguarding. However, she is not proactive in identifying other professional development

opportunities to further extend her teaching skills and knowledge.

- The childminder works in partnership with parents. There is an effective two-way flow of sharing information. The childminder regularly sends parents photo's of their children's achievements via a secure app and completes a detailed daily diary. She updates them about what children are learning and ideas to continue to support their child's learning at home. Parents report that they are pleased with their children's progress and how their children always arrive at the childminder's home with a smile on their face.
- The experienced childminder intuitively provides a narrative to her own and children's actions. This helps children to make links between words and their meaning. Children demonstrate a strong love of books. They eagerly turn the pages and point to the animals they see on the pages. The childminder tells children the name of animals and asks them simple questions. However, the childminder does not give children enough time to process and respond to her questions to help children to express their thoughts and build on their language skills.
- Children learn about good hygiene routines and develop early independence. The childminder supports them to clean their hands prior to eating and children confidently dispose of the wipe in the bin. Children develop good physical skills and stamina. They carefully negotiate resources on the floor and benefit from regular walks to parks where they learn to safely use apparatus.

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:

- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge
- strengthen interactions with children to give them time to process and respond to questions.

Setting details

Unique reference number	219662
Local authority	Hertfordshire
Inspection number	10316869
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	25 May 2018

Information about this early years setting

The childminder registered in 1999 and lives in Harpenden. She operates from 8am until 6pm on Tuesday, Wednesday and Thursday, all year round, except for bank holidays and family holidays. There were no children present in receipt of funding at the time of inspection.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- This was the first routine inspection the 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 her evaluation of the setting.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children during the inspection and took account of the views of parents through written feedback provided.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024