

Childminder report

Inspection date: 20 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have strong bonds with the childminder. They feel safe and secure in this home-from-home setting. Children are confident around visitors, approaching the childminder if they become unsure. On arrival, children are quick to become engaged in activities and separate from their parents with ease. They are happy and enjoy completing games with the childminder. For example, children sing and clap along with the childminder as she says 'hello' to each child during morning circle time. This helps them to gain a sense of belonging to the setting. Children enjoy learning to be independent from a young age, which the childminder supports well. For instance, young children practise putting on their shoes and sun hats. Babies feed themselves independently with finger food.

Children have a good understanding of the routine of the day and are aware of the childminder's expectations. They are kind to each other and share resources well. The childminder ensures there are enough resources for all children to complete activities at the same time. This helps to develop children's social skills. The childminder praises children throughout the day. She claps when babies pull themselves up to stand. This helps to build children's self-esteem.

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

- The childminder has good child development knowledge and uses this effectively to support children's language development. She adapts her language to suit the ages of all children. For example, the childminder narrates the day for younger babies. This allows them to become familiar with the words of the routine and gain an understanding of what is coming next in their day. For older children, she repeats words and phrases back to them, so they can hear the correct pronunciation. The childminder allows all children time to answer questions. She offers ideas and possible answers when they are unable to answer. This ensures all children make good progress with their language skills.
- The childminder embeds mathematics throughout the setting. Children have opportunities to count during different activities. For example, the childminder sings number songs, and uses her fingers to visually represent the numbers to children. In the garden, children fill and empty containers in both the water and sand tray. The childminder provides babies with opportunities to explore shapes using shape sorters and puzzles.
- Children's emotional well-being is supported well by the childminder. During circle time, children discuss how they are feeling today. The childminder uses a book to show them the different emotions they may be feeling. Older children are confident to point to a picture and explain how they are feeling.
- Children's physical development is supported well. Babies have space to explore and crawl around. The childminder provides activities at different heights to

encourage babies to stand and play, strengthening their leg muscles. The older children have access to a range of activities in the garden. The childminder visits local parks where children can take risks and develop their climbing skills further.

- The childminder has strong knowledge of her children and the next steps in their learning. Children explore the environment and choose their own learning opportunities. Resources are available at children's level and the childminder sets up options for babies on the floor. However, she does not always ensure these resources and activities challenge children to move on to the next stage of their development.
- The childminder provides healthy and nutritious meals and snacks for all children. Children follow good hygiene routines and know to wash their hands at certain points in the day. They brush their teeth daily and the childminder discusses the importance of good oral hygiene with them. Children have daily access to physical activities both inside and outdoors. For example, the childminder uses big movements when acting out parts of the story, encouraging all children to join in.
- Parents are very happy with the service they receive from the childminder. They find her approachable and feel that their children are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of what to do if she has concerns about a child's welfare. She knows when she can talk to parents and when she must make a referral. The childminder has good understanding of signs that children may be at risk of harm and is knowledgeable on wider issues, such as radicalisation. She keeps her training up to date and follows guidance from the local authority. The childminder completes rigorous risk assessments to promote safety within the setting.

What does the setting need to do to improve?

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

- plan activities to offer more challenge for all children, to help them make even better progress

Setting details

Unique reference number	2501212
Local authority	Hertfordshire
Inspection number	10191476
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Berkhamsted. The childminder offers care Monday to Thursday 8am to 6pm, all year round, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

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 the evaluations of the setting.
- The childminder and the inspector completed a learning walk together of all the areas of the setting. They discussed the curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector looked at reviews from the parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the childminder.

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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