

Childminder report

Inspection date: 19 July 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	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

Children enthusiastically enter the childminder's home. They are curious to find out which activities and equipment the childminder has set out for them. They know they can find additional toys and equipment for themselves, contributing to their ability to make their own decisions. Children carefully listen to the questions the childminder asks them about what they have been doing at nursery. The childminder gives them time to answer, helping children grow in confidence when they listen and speak to others.

Children naturally use words relating to mathematical concepts. For example, they spontaneously compare the height of flowers they make with a construction set. The childminder skilfully adds more challenges, such as asking how many leaves their flowers would have if they added another leaf. This helps children strengthen their mathematical skills. While they make their flower stalks, children recall a traditional story about a beanstalk. The childminder encourages children to think about the order of what happens in the story and embellishes their descriptions with new and exciting words, helping to build on children's already good vocabularies.

Mealtimes and snack time give children opportunities to talk about the health benefits of the food they eat. They understand they need to drink water to keep hydrated. Children enjoy eating a 'rainbow' of fruits and vegetables. This contributes to children's attitudes towards making healthy choices.

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

- Children behave very well. The childminder treats all children equally and with respect. Her own children follow the same rules and expectations as others. This helps to create a happy, calm and secure environment for children to play and learn. Children have a close relationship with the childminder. They share jokes with her and naturally involve her in their games and explorations. The childminder is a positive role model, which is reflected in children's own values and attitudes.
- The childminder has good relationships with staff from other settings that children attend. Two-way communication enables the childminder to find out what children have been learning at nursery. This helps her to plan how she can build on what children already know and understand.
- Regular conversations and electronic messages with parents help the childminder to maintain effective communication with them. When children first start in her care, the childminder finds out relevant information to help her support, teach and care for them right from the start. Feedback gathered from parents is positive and they feel their children are happy and safe in the

childminder's care.

- The childminder makes good use of the local environment and local amenities. Children enjoy regular visits to the library, shops and parks. They find out about the similarities and differences of people living in their community. This helps children establish positive attitudes towards others.
- The childminder guides and supervises children when they take age-appropriate risks in their explorations and play. She reminds them how to safely climb trees and encourages children to follow clear and simple rules when they walk along pavements and cross roads. This helps children begin to keep themselves and others safe.
- The childminder makes continual improvements to her provision. She uses the skills and knowledge she gains from training courses and discussions with other local childminders to help enhance the care and education she provides. For example, training around children's positive mental health helps the childminder support children's personal, social and emotional development. The childminder is dedicated and has high expectations of herself and the children.
- Children show an interest in letters. They recognise letters and sound them out phonetically. The childminder encourages children to think about the sounds in simple words. This helps children build on their literacy skills.
- Children are keen to learn. They frequently ask the childminder questions to help satisfy their curiosity. However, in her enthusiasm to support children, the childminder occasionally does not give children time to develop their independent thinking skills. Opportunities for children to solve problems for themselves or predict what might happen next in their investigations are missed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder follows the robust procedures she has put in place to help keep children safe. She knows how to record and report any concerns she has about children's well-being. Recent training undertaken by the childminder has helped to strengthen her already good knowledge and understanding of safeguarding in a variety of aspects, including how to keep children safe online. This helps the childminder to remain vigilant and find ways to teach children how they can begin to keep themselves safe.

What does the setting need to do to improve?

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

- allow time and encourage children to predict outcomes and solve problems for themselves and with their friends.

Setting details

Unique reference number	2505604
Local authority	Hertfordshire
Inspection number	10212697
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	4 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 September 2021

Information about this early years setting

The childminder registered in 2019 and lives in Abbots Langley, Hertfordshire. She operates from 7.30am to 5pm, Monday to Friday, term time only. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities in the childminder's house. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder explained her curriculum to the inspector. She talked about the progress children make in her care.
- The childminder and inspector talked about the quality of teaching after an activity.
- The inspector read emails sent by parents. She took their views into consideration.
- Documents, including the childminder's first-aid certificate, were seen by the inspector.

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 2022