

# Childminder report

---

Inspection date:

23 September 2021

---

| <b>Overall effectiveness</b>                 | <b>Requires improvement</b> |
|----------------------------------------------|-----------------------------|
| The quality of education                     | <b>Good</b>                 |
| Behaviour and attitudes                      | <b>Good</b>                 |
| Personal development                         | <b>Good</b>                 |
| Leadership and management                    | <b>Requires improvement</b> |
| Overall effectiveness at previous inspection | Not applicable              |

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

### The provision requires improvement

Children are happy and settled in the warm and homely environment. They have developed strong attachments with the childminder where they feel safe and emotionally secure. Children's behaviour is good. They are kind to one another; for example, a child draws a picture for another child and places it in their bag to take home with them. Children follow daily routines well, such as washing their hands before lunch.

Children have a positive attitude to their learning and show good motivation. For example, they return to a jigsaw they started earlier and persevere to complete it. The childminder provides a range of resources and activities that are age-appropriate and cover the areas of the early years curriculum. The children are confident to make choices about their play. The childminder is focusing on developing children's mathematical and literacy skills. For example, children cut and re-order the letters in their name and have plenty of opportunities to count throughout the day. They enjoy listening to stories read aloud by the childminder and show high levels of concentration when listening to these.

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

- The childminder knows the children well. Through her interactions and observations, she is aware of what children can do and how they like to learn. She uses this information to plan children's next steps in learning. The childminder has good expectations for their development.
- The childminder develops links with staff at the local pre-school and nursery to share information about children's progress and well-being. Children develop their self-care skills, encouraged by the childminder. For example, they independently dress themselves, use the toilet and wash their hands. As a result, children are well prepared for their move to school.
- The childminder is skilled at supporting children's language development. She responds to their comments and actions sensitively, and engages them in conversation as they play. The childminder thoughtfully extends children's vocabulary as they play. For example, as the children complete a jigsaw, she teaches them about the corners and straight sides.
- Partnerships with parents are good. Parents' comments are positive and they praise the childminder's support during the pandemic by providing care for children. Parents are complimentary about the work the childminder has done to improve children's self-care skills.
- The childminder supports children's mathematical development very well. She uses everyday opportunities to reinforce counting skills and, as a result, children show advanced skills for their age. For example, they are able to accurately say number names beyond 20 and make comparisons between amounts. The

childminder demonstrates a good understanding of how young children learn maths and provides lots of opportunities to build these skills. For example, as children take part in a mark-making activity, she sings rhymes to support the correct formation of numerals.

- The childminder promotes healthy lifestyles for children. She talks to them about healthy food and why certain foods are good for their health. The childminder ensures children have daily access to fresh air and physical activity. Children learn how to keep safe when walking to school and crossing the roads.
- The childminder encourages children to develop an interest in books to help them develop their literacy skills. She reads aloud to children and takes them on visits to the local library.
- The curriculum is well planned to support children's progress. The childminder provides a good range of learning experiences in her home and garden and on outings. However, she does not consistently plan for children to learn about the cultural differences of others, and does not help them understand how to be ready for life in modern Britain.
- The childminder has not fulfilled her statutory requirement to have a valid paediatric first-aid certificate. However, she has ensured that she has completed some training towards this and was able to talk about what to do in various medical emergencies. Therefore, children's well-being is not adversely impacted at this time. The childminder has completed safeguarding training. However, she has not accessed any professional development opportunities to keep her knowledge and skills up to date.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training to help her keep up to date with current safeguarding requirements and guidance. She is alert to the signs that a child may be at risk of abuse or neglect and knows the procedures to follow to report any concerns. This includes if children are being exposed to extreme views or beliefs. The childminder does not currently have a valid paediatric first-aid certificate, but was able to talk about how she would keep children safe in a medical emergency.

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

**To meet the requirements of the early years foundation stage, the provider must:**

|                                                                  | Due date   |
|------------------------------------------------------------------|------------|
| complete an approved course of training in paediatric first aid. | 21/10/2021 |

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

- plan a wider range of meaningful experiences that help children develop their understanding of diversity and the similarities and differences between themselves and others
- access opportunities for professional development to continually develop knowledge of early years practice.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2505604                                                                           |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10191827                                                                          |
| <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> | 3 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder was registered in 2019 and lives in Abbots Langley, Hertfordshire. She operates from 8am to 6pm Monday to Friday, throughout the year.

## Information about this inspection

### Inspector

Emma Barton

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss how the curriculum supports children's learning.
- The inspector and the childminder discussed and evaluated a learning activity together.
- The inspector viewed a sample of documentation, including the suitability of household members.
- The inspector spoke to parents on the telephone to gain their views.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021