

Childminder report

Inspection date: 3 August 2021

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 develop strong, caring relationships with the childminder and each other. They show that they feel safe, secure and happy in her care. The childminder is attentive to their individual needs. She quickly recognises when young children need to eat, sleep or play outside. Children's well-being and emotional development are very well supported. The childminder uses every opportunity to praise them for their achievements. Children have high levels of confidence and self-esteem.

The childminder is a good role model and children behave well. Children happily follow the well-established daily routines and develop independence skills. For example, they choose where they would like to eat their snack. They often choose the picnic table outside. Children of all ages play well together, learning from each other.

Children love the extensive range of resources. They are motivated and eager to learn. For example, children join in enthusiastically as they look at books and listen to stories. They concentrate extremely well as they complete puzzles together. Babies smile with enjoyment as they create different sounds, using pots and pans as drums. Children enjoy their time with the childminder. They are developing key skills ready for their future learning and the eventual move to school.

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

- The childminder's home is very well organised. This helps children to become confident, independent learners. The childminder knows the children very well and plans activities to support each child's next steps in learning. All children in her care have fun and make good progress.
- The childminder clearly demonstrates the fundamental British values in her practice. She shows respect when talking to children and listens to what they say. Children understand the need to share, take turns and are very polite. The childminder follows children's choices and knows the resources they like to play with.
- Children's communication and language skills are promoted well. The childminder skilfully interacts with the children. She sits at their level, offering lots of praise and encouragement and listens to their ideas. She asks questions to help promote children's thinking skills.
- Children select their favourite books and enjoy having cuddles with the childminder as she reads stories to them. The childminder talks to children about what they can see in the pictures. She misses out familiar words so children can join in. Young children begin to understand more complex words, such as 'customer'. The childminder asks questions, for example, 'What would you do if

you lost your mummy in the shop?' Children eagerly respond and smile when the childminder praises them.

- The childminder uses every opportunity to support children's mathematical knowledge and skills. Children are encouraged to count throughout the day. Older children ably apply their mathematical skills. For example, they weigh cooking ingredients to make a banana cake.
- Children benefit from daily fresh air, exercise and activities that offer physical challenge. For example, they develop good hand-eye coordination as they throw hoops over cones in the garden. Children love to balance on the hoppers and play with balls and hoops.
- Children learn very good hygiene practices. They count as they wash their hands, to ensure they are thoroughly clean. Children are encouraged to put their hand over their mouths when they cough. The childminder provides a varied range of healthy, nutritious meals. Mealtimes are social occasions, with children sitting together with their friends.
- Parents' feedback shows that they are very happy with the childminder's care. They say that she is very professional, caring and flexible. The childminder has adapted the way she keeps in contact with parents during the COVID-19 (coronavirus) pandemic. For example, she shares daily diaries with the parents of younger children. She has daily conversations with all parents at the door and uses text messages so that everyone is kept informed.
- The childminder attends mandatory training to keep her knowledge current and up to date. However, she is not sufficiently focused on identifying professional development opportunities to extend her teaching skills to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms that may indicate that a child is at risk. She knows the procedures to follow to report any concerns. The childminder encourages children's personal safety through frequent discussions with them, and by being a positive role model. Children learn how to keep their environment safe. For example, they put their toys away before going on to their next activity. They learn how to use scissors safely and talk about what they would do if they got lost.

What does the setting need to do to improve?

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

- identify professional development opportunities to strengthen existing knowledge and enhance the quality of teaching to the highest level.

Setting details

Unique reference number	2508219
Local authority	Hertfordshire
Inspection number	10191823
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 7
Total number of places	5
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Waltham Cross. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.

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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