

Childminder report

Inspection date: 18 May 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 enjoy their time in the childminder's home. They form meaningful relationships with one another. Children learn to share and cooperate from a young age. For example, they play together at the water tray and help one another to fill cups. Children enjoy using their imaginations as they play, such as when they pretend to make a cup of tea for the childminder.

Children learn about nature and animals. They regularly go on outings with the childminder, such as walks to the local woodland. Children visit the local wildlife park, where they learn about the different animals. They keenly talk about animals while in the childminder's garden. Children share their knowledge with those around them. For instance, they talk confidently about what they can see the cat doing and watch closely with interest. They learn to treat animals with respect and care.

Children develop their muscles as they play outside. For example, they climb carefully onto the swing and use their legs to make the swing move. They understand the importance of keeping safe. For instance, they know to stand back to wait for their turn on the swings so that they do not get hurt. They wait patiently for their friend to finish and then happily take their turn on the equipment.

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

- Children focus well during creative activities. The childminder provides them with a wide range of resources to choose from. She encourages children to complete tasks for themselves, such as peeling the backs off stickers to decorate the crowns they make. If they struggle, the childminder encourages them to keep trying before offering them support. This helps children to build children's confidence and independence skills.
- The childminder recognises the importance of children learning about other cultures. She ensures that they learn about things that are relevant to those around them. For instance, the childminder speaks to them about her own celebrations. Children share their experiences with the others. For instance, they talk about the henna on their skin following a wedding they have been to. As a result, children learn to celebrate and appreciate everyone's differences.
- Children openly share their thoughts and opinions. For instance, they talk about how they really enjoy looking at books when they choose a book to look at. The childminder builds on children's understanding of colour as they read. For example, she encourages children to find things of the same colour to match to the colours in the book. Children notice items that are familiar to them in the stories they read. For instance, they find the coloured hoops in the childminder's

home and comment that they are the same ones they can see in the book. This helps children to make links between their experiences.

- The childminder has been proactive in developing her professional network. This supports her to share information and ideas. She regularly meets up with other early years professionals, such as nannies and other childminders. Children enjoy other children's company. This enables them to build on their social interactions with a wider group of children.
- Parents are happy with the service that the childminder delivers. The childminder offers them support and suggestions. She provides them with ideas about how to support their children to feed themselves independently at home. She works collaboratively with them. For instance, they discuss how to support children with toilet training. This provides children with consistency between the childminder's home and their own homes.
- The childminder gathers a range of information from parents when children initially start. This helps her to identify what children already know and can do. However, the childminder is not yet tracking children's progress as accurately as she could. This leads to some activities not being challenging enough or relevant to children's individual next steps. As a result, children are not yet progressing as rapidly as they possibly could.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities to keep children safe. She has completed appropriate safeguarding training. This helps her to identify possible signs of abuse and neglect. The childminder recognises the possible signs that children may be at risk of being exposed to extreme views or behaviour. She has relevant policies in place. These provide her with contact information for other agencies should she need to raise concerns regarding children's welfare. The childminder understands the process to follow should someone make an allegation against her.

What does the setting need to do to improve?

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

- track children's progress accurately and provide challenging activities that consistently support them to make the most of their learning opportunities.

Setting details

Unique reference number	2512680
Local authority	Hertfordshire
Inspection number	10207818
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Cheshunt. She operates during term time from 7.30am to 5.30pm, Monday to Friday. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 their evaluation of the setting.
- The inspector had a tour of the areas of the premises used for childminding.
- The childminder and the inspector discussed the curriculum the childminder provides and the impact it has on children's learning and development.
- The inspector observed the childminder's interactions with children and considered the impact of these on children's learning and development.
- The inspector read written references and held discussions with parents. She took account of their views.
- The inspector viewed a range of the childminder's documentation, including suitability and insurance documents.

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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