

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 are highly content and happy in the care of the childminder. They often go to her for cuddles when they are unsure of visitors in the house. Children enjoy being creative and have lots of time to explore. They make marks with glue, exploring what happens when they let it drip from the spreader when they hold it up high. The childminder provides different materials and tells children what they are called. Children practise saying new words, such as 'foam' and 'corrugated paper'.

Children enjoy being outdoors. They know their way around the community as it is a regular walk. The childminder draws children's attention to sights and sounds. Children recognise bird song and watch their shadows as they walk. These real-life experiences help children to learn about the world. The childminder helps children to start to learn ways to keep themselves safe. From a young age, she encourages them to stop at the kerb and look and listen for traffic as they cross the roads. Children listen well to the childminder and their behaviour is good.

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

- The childminder gets to know children well when they start to attend. She gains useful information from parents about what children know and can do. This enables her to identify children's starting points in learning from the outset. The childminder observes children closely and plans ongoing activities based on their interests and next steps in learning. Children are making good progress.
- Children have many opportunities to be creative. They enjoy making shapes with dough and creating pictures with pencils and collage materials. Children's skills are developing well as they practise using tools. Kneading and squeezing dough helps to strengthen the muscles in their hands.
- The childminder is aware of how the COVID-19 pandemic has limited children's social interactions. She knows what experiences children are now having at home and find ways to compliment these. For example, each week she takes children to meet with friends. This enables children to play with others and begin to develop friendships.
- Children enjoy sharing stories with the childminder. They are excited when she tells them that she has found a book about their favourite characters who are going swimming. Children immediately engage and talk about their own swimming experiences. Children link their own events to what is happening in the story and display strong speaking and listening skills.
- Parents are very complimentary about the childminder. They say that they know their children are in a safe and nurturing environment. Children are always pleased to see the childminder and give her a cuddle at the start of every day. Parents say that their children are learning well and that the childminder

provides information on how they can support their children's development at home.

- The childminder skilfully teaches mathematics as children play and take part in activities. She counts with children as they cut out shapes from dough. When the childminder is helping children to make a train from interlocking blocks, she says, 'I wonder how many coaches we have?' Children immediately count them and find the corresponding number of animals to ride on each coach.
- The childminder provides opportunities for children to learn about different people and communities. She uses children's cultural backgrounds and home religions to do this. This helps children to develop a rich and meaningful understanding of families and communities beyond their own.
- The childminder demonstrates a strong commitment to her work. She reviews her practice and identifies areas she wants to further strengthen. However, the childminder is not sufficiently focused on identifying and using professional development opportunities to further extend her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and promote their welfare. She has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. The childminder knows how to contact relevant agencies in the local area, to seek advice or to make referrals. She has a clear safeguarding policy which she uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date.

What does the setting need to do to improve?

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

- build on professional development plans to strengthen knowledge and raise the quality of teaching to the highest levels.

Setting details

Unique reference number	2514391
Local authority	Hertfordshire
Inspection number	10207859
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	2 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Borehamwood. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jill Hardaker

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 her evaluation of the setting.
- The inspector looked at the areas of the home that are used for childcare and discussed with the childminder how she operates her practice and implements her curriculum.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They discussed the needs of individual children and talked about the progress they are making.
- A sample of documents were looked at by the inspector, including the suitability checks of household members and safeguarding and complaints policies and procedures.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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