

Childminder report

Inspection date: 17 October 2023

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

The childminder welcomes children into her home. She develops close bonds with the children, which successfully support their emotional well-being. The childminder actively encourages the children to do things for themselves, such as learning to put on their outdoor shoes, sharpen blunt pencils and spread butter on their toast. Children persevere and demonstrate a 'can-do' attitude. They smile demonstrating that they are proud of their achievements. The childminder teaches children to be polite and helps them to learn to respect other children as they play, to share and take their turn with the resources.

The childminder plans activities and joins in the children's play. She follows the children's interests and supports their development. For example, the childminder encourages children to count the number of buttons and to differentiate between their size. Children demonstrate their hand-to-eye coordination skills as they carefully stack cotton reels on top of one another and place buttons on the weighing scales. The childminder extends children's knowledge by introducing mathematical concepts, such as 'heavy' and 'light'. Children are taught to manage scissors safely. Younger children learn to snip the edge of paper and older children cut with growing precision.

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

- Since the last inspection, the childminder has taken steps to develop her practice. The childminder has improved the implementation of her curriculum, including her interactions with the children. The childminder plans her curriculum around topics such as the seasons, the children's interests and what children need to learn next. Additionally, the childminder has begun to access training courses to extend and develop her knowledge and skills. However, the full impact of the training cannot yet be measured.
- The childminder knows the children well. Information is gathered from parents about what children already know and can do when they start. The childminder uses this information and her own observations of the children to build on their existing skills. This supports the children to make progress in their learning and development. Additionally, the childminder is continuing to develop partnerships with other settings that children attend. This supports a consistent approach to children's learning.
- The childminder understands the importance of supporting children to develop their communication and language skills. She maintains back-and-forth conversations with the children as they play and introduces new vocabulary. Children show their understanding as they respond to the childminder's questions and follow her instructions. Younger children make 'brum, brum' sounds as they push the pretend police car around the toy garage. They use

short sentences to explain that the car needs petrol.

- Children have opportunities to listen to the childminder read a story. They independently access books for their own enjoyment. Children show an interest in the illustrations on each page and use their developing language to talk about what they see. Younger children are encouraged by the childminder to develop their mark-making skills and to talk about what they are drawing.
- The childminder provides opportunities for the children to explore the local environment, which broadens their range of experiences. Children learn about the changing seasons and enjoy collecting conkers on autumn walks. Additionally, the childminder takes children to local parks and walks along the canal to observe wildlife, such as the ducks and swans.
- Parents are complimentary about the childminder. They comment on the range of activities, the progress children make and welcome the daily diary feedback. Additionally, the childminder makes suggestions about how parents can continue to extend their child's learning at home.
- Children enjoy playing outside in the garden, especially during the spring and summer months. For example, they have opportunities to play with sand and water. However, the childminder does always maximise opportunities to access her garden throughout the year to support children's learning across all areas of their development. This includes children who prefer to learn outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to safeguard the children in her care. She understands how to recognise potential signs that children may be at risk of harm. This includes the procedures to follow in the event of any concern about a child, such as making a referral to the relevant agencies. The childminder also understands the action to take if an allegation of abuse is made against herself, or other adults. The childminder demonstrates a sound understanding of the potential risks in her home and has taken steps to minimise these. The premises are secure and procedures are in place to ensure children remain safe on outings.

What does the setting need to do to improve?

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

- assess the impact that ongoing training and professional development has on outcomes for children, to raise the quality of their learning to the highest level
- enhance the use of outdoor area to offer children who prefer to learn outside further play and learning opportunities across all areas of their development.

Setting details

Unique reference number	2516053
Local authority	Hertfordshire
Inspection number	10266027
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 November 2022

Information about this early years setting

The childminder registered in 2019 and lives in Hemel Hempstead. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. 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
Ann Austen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- 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 inspector observed children taking part in activities with the childminder and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents from written feedback provided at the inspection.

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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