

Childminder report

Inspection date: 26 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 content, relaxed and happy in the care of the childminder and her assistant. They show a strong sense of belonging in the setting. Children have secure routines and know what is expected of them. They all join in tidying up and older children make sure there are enough chairs at the table for each child. They do this by counting the children and then the chairs, showing a good understanding of one-to-one correspondence. Children's manners are impeccable. They consistently say 'please' and 'thank you' and show respect for adults and other children.

Children are learning how to develop healthy lifestyles. The childminder has worked hard to make sure children are provided with a balanced diet. Children understand the need to wash their hands to remove germs. They have lots of time to be outside, where they greatly benefit from active play in the fresh air. They skilfully use balance bikes and negotiate their way around the garden very well. Children use their large muscles to climb and know how to keep themselves safe on the slide. Other children choose to play imaginatively and decide what family role each one will play. They play together cooperatively and children's behaviour is very good.

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

- The childminder gathers useful information from parents about what children know and can do when they start to attend. This enables her to identify children's starting points in learning from the outset. The childminder is aware of where children are in their development. She observes them closely and uses her observations and assessments to identify what children need to learn next. Children are making good progress.
- Children's speech and language skills are developing well. The childminder and her assistant sit with children at mealtimes and conversations flow. Children talk about their experiences at home, such as what they had for breakfast. Every child confidently joins in and is listened to by all.
- Parents are complimentary about the childminder and her assistant. Some parents say that they were concerned at the start that children would not settle or socialise because of their limited social interactions during the COVID-19 pandemic. However, the childminder supported children very well and they quickly felt happy and secure. Parents say that their children are learning well and they value the information and advice they receive about how to support their children at home.
- The childminder and her assistant use songs and rhymes to further promote children's language development. Children listen and follow instructions in songs, for example what moves they need to make next. Children really enjoy

these sessions and join in with great enthusiasm.

- Children are learning how to use books for pleasure and to obtain information. Young children enjoy finding out about dinosaurs from factual books. Children sit together to share favourite stories with the childminder. They all have opportunities to contribute, such as by holding props or counting pictures. Children act out stories very well. For example, they pretend to be caterpillars popping out of an egg, squirming across the floor and emerging into butterflies.
- The childminder provides many opportunities for children to mark make and practise their early writing skills. Children ask adults their names so they can mark this on tickets they are making. Older children show how their writing is emerging as they make wavy lines across pages in notebooks, working from left to right.
- The childminder and her assistant demonstrate a strong commitment to their work. They regularly discuss their practice and identify areas they want to strengthen further. However, the childminder does not have effective systems in place for the supervision of assistants. The childminder undertakes training courses and her own research to further extend her knowledge and skills. However, she is not sufficiently focused on identifying professional development opportunities to further extend the knowledge and teaching skills of assistants.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen the arrangements for supervision of assistants and identify suitable professional development opportunities to further enhance their knowledge and skills.

Setting details

Unique reference number	2523592
Local authority	Hertfordshire
Inspection number	10208172
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
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 Borehamwood. She operates from 8.30am until 4pm, Monday to Friday, during term time only. The childminder holds an appropriate qualification at level 6 and employs a full-time assistant. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

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 childminder.
- 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 and her assistant joining in activities with children and discussed the learning that was taking place with them. They discussed the needs of individual children and talked about the progress they are making.
- A sample of documents was 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 on 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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