

Childminder report

Inspection date: 29 July 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 play happily with their friends at the childminder's home. They select toys that they like and chat to adults about them as they learn lots of new words. Children squeal with delight as they wash the dolls in the water tray and learn how to say new words, such as 'splash' and 'scrub'. Children develop strong friendships and sharing is modelled purposefully by the childminder and her assistant. They promote children's communication and language particularly well, speaking clearly to them. Children listen and copy new words as they start using sentences and asking questions. Children who speak English as an additional language are particularly well supported.

Children's care needs are attended to by the childminder and her assistant. They value and respect children and ask, 'Do you need a nappy change?' or 'Shall we wash your hands?' This helps children feel relaxed and calm. Children's emotional needs are met as they go to both adults for cuddles and reassurance. They have lots of opportunities to play with friends outside of the setting and this includes visiting the local farm and café. As a result, children are gaining confidence and self-esteem.

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

- The childminder plans according to the children's needs and interests. For example, when the children become deeply engaged in washing the dolls, the childminder plans a further role-play activity to create opportunities to learn more vocabulary.
- Children are confident communicators. The childminder and her assistant model new words and sentences and encourage children to repeat words back. This helps children to develop a good vocabulary.
- The childminder and her assistant are aware of the children's social and emotional needs. They provide support and reassurance when needed. Consequently, children are happy and relaxed.
- The childminder communicates with parents effectively. They receive information in a daily diary about their children's activities and the progress they are making. Parents report that the 'communication is excellent'.
- The childminder uses assessment to identify the next steps in children's learning. This helps her to plan a curriculum that is challenging and meets the individual needs of all children.
- The childminder reflects on her practice and how she can make changes to benefit children. However, she does not seek professional development opportunities to help deepen her understanding about the cultural backgrounds of all children and how she can help all children to learn about their differences and similarities.

- Children are gaining good mathematical skills. The childminder offers good opportunities for them to explore numbers and count objects. This helps children to use number names accurately in their play.
- The childminder works with her assistant well to encourage a culture of speaking and listening to children. For instance, when playing with the toy food, they sit with children and ask questions, such as: 'What shall we feed the baby?' and 'Shall we give the baby pear?' The childminder shows children the corresponding object and encourages them to make choices.
- The childminder has a well-thought-out settling-in process which she personalises for individual children. She gathers good information from parents about their children's likes and dislikes to help her plan for each child's care and learning from the start. As a result, children settle quickly and their emotional needs are especially well supported.
- Partnerships with parents are good. The childminder shares good information with parents about their child's learning and progress. She informs parents about her policies and procedures to ensure they know about her setting. Parents speak highly of the childminder. They appreciate her flexibility and her well-organised approach to providing care for all children.
- Children behave well. They understand about following the childminder's rules to help keep them safe. Children take turns and share toys. They form firm friendships with one another and play together happily.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding procedures. She knows how to identify children whose welfare is at risk. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. She and her assistant complete regular training to keep their safeguarding knowledge up to date. The childminder takes steps to help ensure her home is safe. She carries out regular risk assessments and this helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- seek professional development opportunities to help deepen knowledge and understanding about the cultural backgrounds of all children and use this to support all children to learn about their differences and similarities.

Setting details

Unique reference number	2525658
Local authority	Hertfordshire
Inspection number	10221446
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 13
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in St Albans, Hertfordshire. She operates from Monday to Saturday, from 7.30am to 8.30pm, all year round, with the exception of public and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector observed the assistant's interaction with children during a joint observation and reviewed this with the provider.
- The inspector observed interactions between the childminder, her assistant and the children throughout the morning.
- The inspector saw written feedback from parents during the inspection and took into account their views and feedback.
- The inspector reviewed a sample of the provider's documentation, including Disclosure and Barring Service checks and first-aid certificates.

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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