

Childminder report

Inspection date: 30 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 engage in play and learning exceptionally well. Children are very welcoming to visitors and are keen for them to join in their play. Children's speech and language skills are developing very well. Children use extensive vocabulary as they engage in play and planned activities. Children play together cooperatively and their behaviour is good. They are developing good independence skills and persevere with tasks, such as putting on their shoes. The childminder is very patient with children and gives them as much time as they need to succeed.

Children enjoy being outside. They have opportunities to engage in active play and learn about nature. The childminder provides opportunities for children to learn how plants grow. They look with interest at the growing sunflowers and compare the height. Children have wonderful opportunities to learn about life cycles. They talk in great detail as they look at real butterflies emerging from chrysalises. They clearly explain what process the butterflies have been through and how they will fly away in the garden.

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 has changed the way she gathers information from parents about what children know and can do. This enables her to have a very good understanding of children's development and helps 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 very good progress.
- Parents' comments about the childminder are positive. They say that she is kind and caring to children and they thrive under her care. Parents state that their children are learning well and comment how happy they are to attend. The childminder provides parents with information about how to 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 make marks with pens. When children pretend to cut up play food, the childminder explains how they will then have four pieces and they are called 'quarters'.
- The childminder talks about how books are an important part of her curriculum. She plans many activities around popular stories. Children show their good understanding of the sequence of events in books. For example, they take play people through water, mud and grass to look for a bear. Children are observant, noticing what is missing, such as a house. They find ways to solve problems so

that they can complete their activity.

- Children display strong skills when using pens and scissors. The childminder makes sure children have tools relevant to their needs. Young children use grip scissors and repeat the words 'open and close' as they make snips around paper. Older children skilfully cut around pictures with precise movements. They also show they are learning how letters are different from drawing. For example, children make distinctive marks while saying they are writing.
- The childminder demonstrates a strong commitment to her work. She reviews her practice and identifies areas she wants to strengthen further. She is currently considering how she can develop her curriculum to provide more learning opportunities outdoors. The childminder closely networks with other childminders, which enables her to hold professional discussions and share good practice.
- The childminder provides some opportunities for children to learn about different people and communities, for example through the books and toys she provides. However, she has not fully considered how to use children's own experiences and backgrounds to help them to develop a rich and meaningful understanding of families and communities beyond their own.

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:

- strengthen opportunities for children to have rich experiences to learn about people, families and communities beyond their own.

Setting details

Unique reference number	2550151
Local authority	Hertfordshire
Inspection number	10215704
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 9
Total number of places	5
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Abbots Langley, Hertfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is able 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 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 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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