

Childminder report

Inspection date:

22 September 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 happy and quickly engage in their play. They are confident to explore the playroom, which is filled with activities that capture their interest. Children form close relationships with the childminder, who they seek out for comfort and reassurance. This helps them to feel safe and secure. Children demonstrate positive behaviours. They help tidy up toys and say 'thank you' when they have finished their snack. The childminder teaches children to share through fun activities, such as tea parties where children help to share out food and drink equally. Children develop a love of books and stories. They access books independently, learning to hold them the correct way up to turn the pages. They enjoy listening to stories read by the childminder, who engages children well. The childminder extends children's understanding of book characters through appropriate questioning.

Children learn about how they can keep themselves safe. When the childminder takes them for walks in the street, she helps them to learn about road safety. Children enjoy their outside time. They visit the local parks where they challenge themselves to climb, jump and balance. Children benefit from exploring nearby farms and the local community, including play groups. This helps to widen children's experiences and knowledge of the world around them.

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

- The childminder knows the children well and plans activities that are based on their interests and next stages of development. For example, she incorporates early mathematics by introducing numbers and colours into her planned activities. The childminder understands what she needs to do to help children move on to the next stage of their learning. She works closely with parents to help narrow any gaps in children's learning.
- Although the childminder remained open during the Covid-19 pandemic, she is mindful that children did not socialise widely. Therefore, she provides children with lots of opportunities to mix with other children, such as by attending local play groups.
- Children make good progress with their communication skills. They are confident in sharing their ideas with visiting adults, who they incorporate into their games. The childminder skilfully weaves new vocabulary into their conversations, such as 'aubergine' and 'ravioli', as children explore the play food. Babies learn to communicate their needs to the attentive childminder, who quickly responds to their facial expressions and gestures. The childminder supports children with consistent and positive praise.
- Children develop self-care skills as they confidently wash their own hands before eating. They enjoy harvesting vegetables from the garden, which they

sometimes eat for snack. However, the childminder does not always help children to learn about healthy lifestyle choices at mealtimes. Therefore, children do not fully understand the impact these may have on their bodies or their teeth.

- Children are absorbed in their role play. There is a wide range of clothes, bags and props to explore, which encourages children to use their imagination. Older children are gentle and kind as they care for their dolls, helping to dress them and change their nappies. Babies are curious as they explore small-world toys, such as cars and people. The childminder demonstrates 'cause and effect' play as she rolls small vehicles down slopes. This helps to engage babies in new play opportunities.
- The childminder develops effective partnerships with local nurseries and schools. She shares relevant information with teachers when supporting children's transitions. The childminder completes the required development checks, which are shared with parents and health visitors. She has developed an effective support group of local childminders. The childminder completes relevant online training to keep her knowledge up to date.
- The childminder is clear about how she would support children with special educational needs and/or disabilities. She talks about working with the parents and other professionals to provide the best support possible.
- Parents are very positive about the care their children receive from the childminder. They say their children experience a 'home-from-home environment'. They are pleased with the effective communication methods used to share important information and updates. Parents comment that the childminder 'is an extension to our family, and much loved.'

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She has a secure knowledge of the signs and symptoms that a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. This includes wider safeguarding issues, such as extremist views and behaviours. The childminder undertakes regular training to update her knowledge. She maintains a safe home environment and has effective safeguarding policies in place.

What does the setting need to do to improve?

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

- develop children's awareness of healthy lifestyles, including oral hygiene and healthy food choices.

Setting details

Unique reference number	2552519
Local authority	Hertfordshire
Inspection number	10232046
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	0 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Royston. She operates Monday to Friday, from 7.30am until 6.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate level 4 childcare qualification.

Information about this inspection

Inspector

Rachael Small

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The childminder took the inspector on a learning walk around her home.
- The inspector spoke to the childminder, children and parents and took their views into consideration.
- The inspector observed the childminder's interactions with the children and discussed outcomes.
- The inspector observed the children's play, both indoors and outdoors.

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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