

Childminder report

Inspection date: 4 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 are making good progress in the childminder's welcoming care. Children take part in activities and experiences that help them to learn robust skills for future learning. The childminder takes steps to encourage turn taking. Children take turns to read the pages of books and respond well to the childminder's reminders to share with each other. They gain understanding to support them in their future learning. For example, they follow the childminder's regular reminders to play safely, not to climb on cars, and to take care when jumping on the trampoline. This helps them to learn how to manage risks and to keep themselves safe.

Children have developed good relationships with each other and their personal, social and emotional skills are strong. They sit with their friends during mealtimes and chat to each other in a lively way. They share and extend imaginative games, such as playing shops and then using ride-on cars to drive their shopping home. Children draw and take pride in their pictures, they then take them to their bags and show them proudly to visitors. They show how they are increasing their physical skills, for example they can do cartwheels and practise yoga, demonstrating the poses.

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

- The childminder has a good understanding of how children develop and learn. She has implemented a curriculum that she has designed around the needs of the children who attend. The childminder has recognised some gaps in children's development and adapted her curriculum to manage and address these. However, at times, she does not always link the different steps of their development together to support their most rapid progress. For example, in her enthusiasm to support children to form letters, she encourages them to do this before they have become confident in using writing materials with full control.
- The childminder is welcoming and supportive, she encourages children to be independent, plans activities around their needs, and uses outdoor play to encourage their development. Children have plenty of healthy fresh air as they jump on a trampoline and ride around the childminder's garden on wheeled toys. They use a wide range of language as they talk about what they are doing. The childminder brings in new language to help them widen their vocabulary and helps them to recall things that they have done, such as playing in a 'mud pit' at nursery. The childminder helps them to make connections, such as linking their outdoor play with having muddy jumpers. She gently corrects their pronunciation to promote their speaking skills by repeating the word correctly.
- Parents are very happy with the care and education that the childminder provides. They share that they feel lucky that their children attend the

childminder and they have recognised that their confidence has improved since they have been in the childminder's care. She takes into account all that she knows about children's backgrounds to help her plan and provide for their care and education.

- The childminder is well organised, and has kept up to date with all required training. She has a clear vision of her setting and knows the steps she wants to continue to take in the future to continuously improve. She intends to access training to help her give more focused support to any child with a language or speaking delay, to continue to improve her service.
- The childminder is a positive role model. She defuses situations calmly when children become over excited or there are potential conflicts. She is very positive with the children and helps to manage any developing issues and promotes positive behaviour and self-esteem. This helps them to learn how to regulate their own behaviour and is an important skill for future learning, including at school.
- Children are independent and confident and have made good progress in the care of the childminder. They take care to manage their own needs well. For example, they wash their hands without prompting, know where to put their coats and bags and persevere with taking their own shoes on and off.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is well understood by the childminder. She has attended relevant training to keep her knowledge up to date since registration. She has a broad understanding of a range of signs and symptoms of abuse and/or neglect and has a thorough awareness of the local procedures to seek advice or make a referral about a child or an adult.

What does the setting need to do to improve?

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

- review the pace at which new learning is introduced, to ensure that this builds on what children already know and can do, to support their development as swiftly as possible.

Setting details

Unique reference number	2554641
Local authority	Hertfordshire
Inspection number	10232075
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 5
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Tring, Hertfordshire. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Naomi Brown

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 showed the inspector all areas of their premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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