

Childminder report

Inspection date: 14 April 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 and happy in the care of the childminder and her co-childminder. They play together well and children's behaviour is good. Children welcome visitors to the childminder's home and confidently chat to them about what they are doing. Babies have strong attachments to the childminder. They know she is close by and readily go to the childminder for cuddles. Babies have secure routines, and the childminder is aware of when they need to have milk. Babies settle to sleep peacefully and wake up refreshed and ready for play.

Children are learning how to share and take turns. They enjoy taking part in board games and show their developing understanding of rules. Children particularly enjoy a game using a shopping list. They know how to use the cards to find out what item of food they need to find. The childminder encourages children to work from the top to the bottom of their cards. This helps to prepare children for using books and reading at school. The childminder helps younger children to succeed, for example by putting the pictures they need closer to them. This enables children to complete the game and they are pleased with their achievements.

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

- The childminder and her co-childminder talk about how they have reflected on and evaluated their practice through the COVID-19 pandemic. They have reduced the number of toys and resources they have freely available. At first, this was to reduce the risk of cross-contamination. However, the childminders found that this had a positive impact on children's learning, so they now rotate toys based on children's interests and learning needs.
- Children enjoy sharing books with the childminder. She uses simple books with the younger children. They learn what words mean as the childminder encourages them to feel different textures, such as 'soft' and 'bumpy'.
- Children's speech and language development is good. They chat constantly as they play, using descriptive language to explain what they are doing. Younger children are learning how to put words together to make their needs known. The childminder consistently responds to babbling and gestures that babies make. This encourages them to continue practising their communication skills.
- The childminder helps all children to engage in learning. She is aware that some children are quieter than others and are content to play alone. The childminder uses their interests, such as doll play, to teach them. For example, she helps young children to learn how to sort and match as they look for shoes to put on dolls.
- Parents are complimentary about the childminder and her co-childminder. They say that their children are very happy to attend and their development comes on in leaps and bounds. The childminders consistently share information with

parents. This helps parents to know how their children are learning and how to support their development at home.

- Children learn about the importance of developing healthy lifestyles. They know that they need to wash their hands before snack and enjoy eating fruit. The childminder talks to children about healthy eating as they take part in games. For example, she explains how cakes should be a treat as they contain a lot of sugar. Children have many opportunities to be outside, including playing in the garden or visiting local farms.
- The childminder is aware of where children are in their ongoing development. She observes them closely and identifies what children need to learn next. Children make good progress. However, the childminder does not gain enough information from parents about what children know and can already do when they start to attend. Consequently, she does not identify children's starting points in learning from the outset.
- The childminder demonstrates a strong commitment to her work. She works closely with her co-childminder and they regularly review their practice and identify areas they want to strengthen further. The childminder uses professional development opportunities to further extend her knowledge and teaching skills.

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:

- obtain more detailed information from parents about what children already know and can do, in order to strengthen children's learning opportunities from the outset.

Setting details

Unique reference number	2562975
Local authority	Hertfordshire
Inspection number	10232914
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in London Colney. She operates with a co-childminder on Monday to Thursday, from 7.45am to 5pm. 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 childminder showed the inspector the areas of her home that she uses with children and discussed her curriculum and how she operates her practice.
- The inspector observed the childminder and her co-minder joining in activities with children and discussed the learning that was taking place. They talked about the needs of individual children and discussed the progress they are making.
- A sample of policies and procedures were looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- 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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