

Childminder report

Inspection date: 19 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

All children make good progress in this home-from-home environment. Children develop strong attachments with the childminder. When visitors arrive, children are confident to talk and play with them. This demonstrates how secure and safe children feel in the home. Children can choose from a wide range of toys and resources. They are confident to independently making choices about their learning.

The childminder has high expectations for children's behaviour. From a young age, children help to tidy up and follow simple instructions well. They receive a lot of praise and encouragement from the childminder. This motivates them to behave well. Children are kind to each other. They enjoy playing alongside each other, starting to develop their social skills.

Children show good levels of independence, as they put on their own shoes and hats ready to go in the garden. The childminder explains the importance of keeping hats on due to the heat. She encourages children to play in shaded areas where activities have been set out. Once in the garden, children independently wash their hands using the travel sink, before having snack. The childminder role models how to use the tap with younger children. They delight as they manage this by themselves.

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

- The childminder creates a wide range of activities that enhance children's mathematical understanding. At the activity tray, children clean numbered animals with soap and water. They recognise the numbers on the animals and look to see if they can find the next number. Younger children fill and empty watering cans in the paddling pool. They move water around between different-sized pots, watching as some overflow.
- The childminder creates documents to track children's development. She shares this information with parents. Parents provide information to contribute to children's next steps in learning and their child's progress check at age two. That said, the childminder does not have a clear plan in place for sharing information about children's development with other schools and pre-schools they may attend. This does not help transitions to be as smooth as possible for children.
- Children make good progress in their language development, particularly those children who speak English as an additional language. The childminder narrates the day to children, exposing them to the English language. The childminder introduces a wider vocabulary to older children, enhancing their language even further.
- Children develop a love of books. Younger children enjoy pressing buttons on

musical books, looking at pictures and singing the songs. Older children access information books, expanding their knowledge of topics. The childminder uses story books to extend children's learning. For example, the children had the opportunity to make 'Gruffalo crumble' following reading the story. This helps to bring stories to life.

- Children are curious of the world around them. The childminder is very passionate about providing real-life experiences for children to enjoy and explore. For example, children walk to the chicken coop and collect eggs, counting how many the chicken has laid today. Within the vegetable patch, children grow their own vegetables, such as rhubarb and beans, and use these in cooking activities. This further develops children's understanding of the world around them.
- The childminder encourages children to develop their knowledge of healthy lifestyles. All meals and snacks are freshly prepared and provided by the childminder to ensure they are healthy. Children have access to a range of opportunities to develop their physical skills, including visits to the local parks, woodland and soft play.
- Parents are happy with the quality of education their children receive, and feel their children make good progress. Parents are confident in the care their children receive from the childminder and speak highly of her. Parents enjoy the amount of communication they receive. They love hearing how their children are throughout the day.
- The childminder understands the importance of training to ensure her practice and knowledge remains at a high level. The childminder has access to a wide network of other childminders. The childminder uses these relationships for discussion and support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of the signs and symptoms of abuse. She knows the reporting procedures if she needs to discuss any concerns. The childminder understands the importance of reporting allegations made against herself, and the process of doing so. The childminder is aware of wider safeguarding issues, such as county lines, and how these may have an impact on the children she cares for. The childminder has a robust safeguarding policy in place, which underpins her practice.

What does the setting need to do to improve?

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

- strengthen transition processes to enhance the way information is shared with pre-schools and schools that children will move on to.

Setting details

Unique reference number	2570483
Local authority	Hertfordshire
Inspection number	10239206
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 11
Total number of places	5
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays.

Information about this inspection

Inspector

Lisa Smith

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 provider and has taken that into account in the evaluations of the provider.
- The inspector and childminder completed a learning walk of all the areas of the setting, and discussed the curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a group activity.
- Written feedback from parents was looked at during the inspection and the inspector took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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