

Childminder report

Inspection date: 10 January 2023

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 very settled, confident and happy in the childminder's home. Regular visits to organised groups with the childminder helps children to grow in confidence and build relationships with larger groups of children. The childminder ensures that children's emotional well-being is given priority. She invests time in getting to know the children in her care and their families. Children welcome the childminder's reassuring cuddles when there are changes to their routine.

Children show great enthusiasm and are highly motivated in their play. They make independent decisions about what they would like to play with from a rich range of resources that reflect their interests. Children show that new knowledge is embedded as they group together small toy figures to represent members of their family and their pets. They have fun exploring the texture of paint on their hands and make handprints on paper. Children learn about the importance of a healthy diet as they help the childminder to nurture a range of fruits in her garden, eating them for snack. They actively help the childminder to tidy away what they have finished playing with. Children follow a good hygiene routine and learn to independently manage their own personal needs.

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

- The childminder has a well-thought-out and progressive education programme. She obtains a wealth of information from parents about what their children know and can do when they first begin attending. The childminder uses this information well, along with her own observations, to identify what children need to learn next. Her regular assessments of children's achievements in partnership with parents swiftly identify and address any gaps in children's learning. This helps children to make good progress, and they are well prepared for school. However, during some planned adult-led activities, the childminder does not fully consider how she can adjust her teaching to precisely match the individual learning needs of every child.
- The childminder has exceptional partnerships with parents. They are involved in every aspect of their children's care and learning. Parents are full of praise for the childminder. They describe her as 'absolutely amazing' and comment that she is 'one in a billion, who is growing beautiful little humans, full of warmth and friendliness.'
- The childminder works effectively with other settings children attend and with external professionals. This ensures high levels of continuity for children's care and learning. Successful working partnerships continue to have a very positive impact on children who require additional support for their learning.
- The childminder calmly provides children with clear messages about the importance of sharing resources. Therefore, children are beginning to

understand the expectations about what is right and wrong. The childminder is a positive role model. She speaks to children with great respect and encourages children to use good manners when speaking to each other and herself.

- The childminder is committed to developing her knowledge and skills. She completes regular training and obtains ideas from a close network of other childminders, to consistently improve her practice.
- The childminder provides children with good opportunities to be physically active, both indoors and outdoors. For example, during inclement weather, children develop good control and coordination indoors as they roll a large soft ball backwards and forwards to each other. Children benefit from outings in the local community and play at parks. This helps them to assess their own risks. They see different people and places. This supports them to learn about the wider world.
- Children express a keen interest in books. The childminder reads children's chosen books with enthusiasm and great expression, immediately capturing their attention for sustained periods of time. Her skilful use of questions encourages children to make predictions about what is going to happen next. The childminder introduces children to new words, to build on their vocabulary. This helps them to develop an understanding of how to express their emotions. Children thoroughly enjoy joining in with words to familiar songs. The childminder makes songs come alive as she uses props, such as toy animals. However, the childminder does not always use the correct name for animals, saying 'piggie' and 'horsie' instead. This means that children do not always hear the correct pronunciation of words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep children safe. She keeps her safeguarding knowledge up to date and is aware of broader safeguarding issues, such as female genital mutilation and sexual exploitation. She knows who to report concerns to should she become concerned about a child's welfare. The childminder understands what actions to take should an allegation be made against herself or anyone living in the household. She ensures the premises are secure so that children are not able to leave unsupervised. Robust procedures are in place for children to be collected by individuals who are authorised to do so.

What does the setting need to do to improve?

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

- adapt the teaching of planned activities precisely to match the individual learning needs of children
- ensure the correct pronunciation of words is consistently modelled, to fully

support children's developing vocabulary.

Setting details

Unique reference number	2583236
Local authority	Hertfordshire
Inspection number	10263597
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 8
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 and lives in Cheshunt. She operates from 7am until 7pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

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 setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as children's record of attendance.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided and discussed with the childminder how she reflects on the service she provides.

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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