

Childminder report

Inspection date:

5 December 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 settled in this homely setting. The childminder and assistants are caring and affectionate towards the children, helping them to feel safe and secure. Children confidently explore their environment, accessing resources that interest them. Toddlers enjoy exploring pretend snow. They delight as they watch it fall through their fingers and fill containers up with it. Babies giggle and smile as they enjoy listening to nursery rhymes, such as 'The Wheels on the Bus'.

The childminder and her assistants have high expectations for children's behaviour. They support children to learn to share resources and play alongside their peers. Children learn to manage their own emotions. The childminder and her assistants provide support when they become upset and help children to understand their emotions by discussing their feelings.

The childminder and her assistants actively support diversity. Children learn about different festivals, such as Hanukkah and Christmas, through art and craft activities and discussions. They encourage children to use their home language alongside English. One of the assistants is bilingual and interchangeably speaks English and Hebrew to the children to support their language development.

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

- The childminder has allowed her first-aid qualification to lapse. However, this has no impact on the children. She has a good knowledge of how to carry out first aid or deal with an emergency. She has made arrangements to attend an approved paediatric first-aid course imminently.
- The childminder and her assistants develop secure bonds with the children. There is a well-established key-person system in place that allows them to know the children well. They identify children's starting points from observations and discussions with parents. They use their knowledge of what the children know and can do to support their planning, to extend children's learning and development.
- Children's communication and language are promoted well. Children benefit from daily singing, sharing books and continuous conversations with the childminder and her assistants. They use every opportunity to introduce new words as they teach children colours, such as red and yellow, using different-coloured toy cupcakes. Toddlers play with toy animals and are taught the word 'dog'. This helps children to learn new vocabulary and become confident in their communication skills.
- The childminder plans sequenced activities for children and identifies clear learning intentions for them. However, on occasion, she plans activities that are

too complicated for children. Therefore, there is not always a clear focus on the skills or components for the children to learn from the activity.

- Children's behaviour and attitudes are good. The childminder and her assistants ensure that the children have clear routines that help them to feel safe and know what to expect. For instance, children help to tidy away toys ready for lunchtime. They encourage babies to sleep when they need rest.
- Children are supported to be independent. Young children learn to feed themselves as they are encouraged to pick up food with their hands to eat. Older children learn to wash their hands ready for lunch. They confidently use forks to feed themselves. This helps children to be ready for the next stage of their education.
- The childminder provides regular supervision to the assistants and monitors their practice. She ensures they complete mandatory training. However, the assistants have not had enough opportunity to develop their continuous professional development to build on their knowledge and teaching skills.
- Parents speak highly of the provision. They are kept up to date with children's learning and development with daily diaries, through an online platform and verbally. The childminder and her assistants provide helpful advice to parents on weaning and potty training as children transition through these stages. Parents comment that their children love attending the setting and the childminder provides a warm and caring environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistants understand their responsibility to safeguard children. They keep their knowledge up to date with regular training. They can recognise the signs and symptoms of potential abuse and neglect and know the correct procedures to follow should they need to report a concern. The childminder and her assistants ensure that children are well supervised, and they maintain appropriate ratios. The childminder ensures her home is safe, for example by using stairgates and keeping front doors locked. The childminder informs Ofsted of all adults, so that suitability checks can be completed for all adults living and working in the premises.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
complete an approved course of training in paediatric first aid.	16/12/2022

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

- build on the already good practice and seek ways to help all assistants develop their teaching skills
- concentrate more specifically on the skills and components that children need to learn during planned activities.

Setting details

Unique reference number	2587124
Local authority	Hertfordshire
Inspection number	10251142
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 2
Total number of places	9
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 Borehamwood. She operates all year round, from 9am to 3pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

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 their evaluation of the provider.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided. She discussed children's progress with the childminder and her assistants.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, safeguarding documents and training certificates.
- The inspector took account of written feedback provided by parents.

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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