

Childminder report

Inspection date:

23 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are settled and enjoy their time with this childminder. The relationships between the children and childminder are very good. The childminder creates a home-from-home environment for the children and is warm and welcoming. Older children are confident and encouraged to choose what they would like to play with and the stories they would like to read. The childminder sets up activities that relate to the children's interests. Older children move independently between the two rooms. Expectations of behaviour for the older children are high and consistent, and the childminder models good behaviour throughout the session. Children are encouraged to share, take turns and be kind to each other. The childminder supports children to resolve conflict effectively and helps them to express their emotions constructively.

Learning opportunities are sometimes missed by the childminder. Activities are often not extended to ensure the children get the most from the learning experience. For example, during a play-dough activity with different toy dental apparatus, the conversation was limited and there were missed opportunities to talk to the children about oral health. The curriculum is not delivered consistently across all the ages. The curriculum provided by the childminder is focused around the older children who attend, and there are less learning opportunities for the babies.

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

- The curriculum is not ambitious and does not take into account the needs of the all the children who attend the setting, specifically the younger children. The planned activities are focused on the older children and are not differentiated to enable younger children to get involved. The activities set out are often not appropriate for the age and stage of the youngest children.
- The childminder's implementation of the curriculum is not consistent across the age groups. There are lots of opportunities for older children to develop their communication and language skills, but often the babies are not included in this. For example, younger children sit on the floor and eat their snack, while the older children are at the table and engage in conversation with the childminder and each other. Babies are often not engaged and therefore have limited opportunities to develop their communication and language skills.
- There are some activities in the day that are not appropriately planned for, when children are not engaged and learning does not take place. This mainly takes place at rest time, when some of the children are sleeping and some children are awake. These periods of the day are not effectively planned for.
- Pre-school children are supported to be independent throughout the day. They wash their own hands and help themselves to drinks, asking for help when they

need it. Children demonstrate good understanding of hygiene as they wash their hands before snack.

- The childminder supports children in their behaviour and provides older children with the skills necessary to resolve conflict effectively. The childminder consistently encourages the older children to take turns and to share while they are playing together. The older children work well together and demonstrate good understanding of each other's emotions.
- The childminder has good partnerships with parents. Parents speak very highly of the childminder and the relationships she has with the children. Parents state that their children have made good progress since being there. The childminder communicates with the parents throughout the day about what their children are doing. Parents highlight that their children are happy, settled and enjoy their time with the childminder.
- The childminder demonstrates good knowledge of the children who attend her setting. She can clearly identify what their interests are, what they have learned since they started attending and what she is currently working on with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates robust knowledge of safeguarding. The childminder is clear about the signs of abuse, including female genital mutilation. The childminder understands the appropriate procedure to follow if a child does not attend a session unexpectedly. The childminder knows how to make referrals and who to if there are any concerns about the children in their care. The childminder is clear about local authority guidance. The childminder regularly undertakes online training courses to stay up to date with her safeguarding knowledge.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
give young children more opportunities to engage in the curriculum and work to improve the provision to further support younger children's learning	31/05/2023
ensure that the curriculum is successfully planned for throughout the day and that children are given consistent opportunities to engage in learning.	31/05/2023

Setting details

Unique reference number	2600810
Local authority	Hertfordshire
Inspection number	10262921
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 4
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Aimee Gentry

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 setting.
- Inspector discussed with the childminder the intent for their curriculum.
- The inspector conducted a planned observation of an activity which was then discussed with the childminder.
- The inspector tracked the experiences of two children that attend the setting.
- The inspector spent time making general observations.
- The inspector had discussions with the childminder to assess their understanding of safeguarding.

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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