

Childminder report

Inspection date: 22 February 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 happy and have fun in the engaging childminder's home. Activities are set out for children based on their interests, and as a result, children are eager and motivated to learn. The childminder knows the children well and understands the next steps that they need to achieve to make good progress. Children have secure bonds with the childminder and invite her to join in their play as they explore different activities. Children make confident choices about what they want to play with, and the childminder allows children to take the lead in their own play. Children carefully select activities from accessible baskets in their playroom. They line up buttons and make different patterns, showing a sense of achievement as they do this.

Children behave well. When there are instances of conflict, the childminder models positive behaviour and children respond well to this. For example, children learn to share toys. Children are respectful and they invite each other to play games and share their toys during play. The childminder models manners to children who are learning new language. Children are polite and use their manners well during mealtimes and spontaneously in their play. They are eager to help to put the toys away when they finish playing with them.

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

- Children enjoy their learning. The childminder supports children's play effectively as she talks to them, repeating and extending what they say. She models language very well, and as a result, children make good progress with their speech. The childminder plans opportunities for children to learn new skills such as learning the names of different bones in the body.
- The childminder uses books to teach children new things. For example, she uses them for reference and also to encourage children to use their imagination. Books with sensory elements and noises are also provided so that children of all stages of development have opportunities to explore text.
- Children have begun to do some things independently such as putting on their own coat and shoes during the day. However, there are times when the childminder completes tasks for children that they could do for themselves. As a result, children miss opportunities to learn new skills and develop their independence even further.
- The childminder teaches mathematics very well. She uses many opportunities to teach children about numbers as they play. For example, children count how many bones they have in their fingers. Children weigh seeds using scales and the childminder supports this by discussing how to make them balance. Children learn the language of size as they measure themselves against a pretend skeleton. They talk about whether they are 'bigger' or 'smaller'.

- Children with special educational needs and/or disabilities are supported well. The childminder networks with professionals and parents to ensure that every child makes good progress in her home. She understands children's individual needs and works with them to ensure that they are happy and confident in her setting. The childminder works in partnership with parents. They say how happy they are with the progress their children are making.
- The childminder creates many opportunities to teach children about the importance of leading a healthy lifestyle. Meals and snacks provided by the childminder are balanced and nutritious. The childminder takes time to talk to children about different types of fruit and vegetables. For example, children learn the word 'papaya'. Children make use of a large garden space where they jump on a trampoline and have equipment to climb on.
- Children learn about the world around them. They sit at the snack table and spot the birds in the garden. They discuss whether they have eaten the seeds that were put out for them. Children talk about how apple seeds turn into trees and they point at saplings that they have planted in the garden. They go on trips into the community and recall things they see in supermarkets. They learn about different animals at the local zoos and farms they visit.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. Her home is safe and well maintained, and she takes effective action to minimise the risks of accidents, using safety gates where needed. The childminder has a good understanding of what she would do if she suspected a child may be at risk of abuse. She talks confidently about her local procedures and knows who to contact if she has a concern. The childminder confidently talks about safeguarding in a wider context and explains what she would do if she suspected that a child was involved in county lines.

What does the setting need to do to improve?

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

- create more opportunities for children to be able to do things for themselves, to develop their independence even further.

Setting details

Unique reference number	2605994
Local authority	Hertfordshire
Inspection number	10276010
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 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Hertford. She operates all year round, from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Amy Clarkson

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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