

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 enjoy the wide range of learning experiences the childminder has to offer in this welcoming setting, which is located in a residential area. Children have a play room, where they self-select exciting activities, or they pretend to cook food in the home corner, making dinner for their guests. Children enjoy sitting in the cosy lounge reading books and listening to stories. They enjoy the challenge of completing puzzles and show pride and a sense of achievement when they have completed them.

Children have access to a well-designed, large outdoor space. They enjoy crawling through tyres and climbing the steps of the ladder to slide back down the other side. Additionally, they learn to master cycling on bicycles and enjoy scooting around while negotiating space. Children become chefs, cooking pancakes on Shrove Tuesday in the mud kitchen.

Children learn how to share and take turns. The childminder is an excellent role model. Children enjoy talking about their feelings and show empathy for others. They develop respectful, trusting friendships with peers. Children access a wide range of experiences. For example, they go on trips to the seaside, where they paddle in the water and make sandcastles. They visit the 'Gruffalo Trail' in the woods, where their favourite story is brought to life.

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

- The childminder offers an exciting and effective curriculum. Children explore and have a desire to learn in this setting. They know they belong here, and they have made friends and built warm, trusting relationships. Children enjoy adult-led activities, where they sit and listen, take turns and have discussions. However, children's interests are not always considered, meaning some children disengage quickly. Children enjoy self-select activities, such as designing and creating their own games and play experiences.
- Teaching is good. Children learn how to count and recognise shapes while playing with wooden blocks. They hold the wooden blocks towards the sunlight and squeal when the colour intensifies through coloured glass inserts. The children then sing a rainbow song and talk about their favourite colours. Finally, they sit to read a book about colours and talk about their favourite ones. The childminder assesses what children have learned. However, these assessments can be narrow, which means that some learning is not recognised.
- Children's behaviour is excellent. Children share, take turns and have empathy for each other, as they are all friends. They are supported to speak about their feelings and know it is okay to feel sad, happy or excited.
- Well-established routines support children to predict what may happen next.

They help to tidy away and run to the kitchen to discover what snack or lunch might be. Children wash their hands before meals while talking about washing germs away. The children excitedly cut their own melon on chopping boards for snack and enjoy healthy, home-cooked pasta at lunchtime.

- Transition arrangements are very effective and tailored to the needs of each family. Children benefit from flexible settling-in sessions, and parents feel reassured that their children are happy and confident. The childminder has excellent working relationships with local settings. They share vital information about children's progress, especially during the transition to school.
- Children with additional needs make good progress. The childminder works in partnership with families and other settings to establish effective support and interventions. Children feel safe and ready to explore new things at their own pace, such as trying new foods or using new equipment. They look forward to, and are ready for, transition to school when the time comes.
- Parent partnerships are good. Parents speak highly about the support they receive, especially during the transition process. They feel reassured that their children are happy and that the childminder meets their children's individual needs. Parents view information about their children's day through an app. Communication is excellent. The childminder advises parents about home learning opportunities by discussing children's progress. Furthermore, she discusses how they can work together to support children to meet their next steps.
- The childminder enjoys extending her knowledge of working with children and seeks out training to enhance her knowledge and skills. She is part of a local childminding group where current initiatives about early years are discussed and ideas shared.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She can identify the signs and symptoms of abuse. Furthermore, she understands the steps to take if she has concerns about a child's welfare. The childminder attends regular safeguarding training, including identifying children at risk of exploitation and radicalisation. The childminder has risk assessments in place to keep children safe, especially on visits outside the setting. The childminder has policies on medication and infection control to prevent the spread of infectious illnesses. She has a paediatric first-aid qualification and knows how to record and report accidents and incidents.

What does the setting need to do to improve?

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

- make more use of children's interests when planning to enhance children's learning experiences
- consider all areas of the curriculum when assessing children's learning.

Setting details

Unique reference number	2612341
Local authority	Hertfordshire
Inspection number	10265346
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Hoddesdon, Hertfordshire. The childminder opens Monday to Thursday, all year, except for bank holidays. Sessions are from 8am to 5.30pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Cranny

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spent time observing the quality of education and teaching.
- The inspector talked to and listened to the children.
- The inspector talked to parents.
- The inspector viewed documentation, including evidence of suitability and training certificates.
- The inspector held discussions with the childminder about her provision.

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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