

Childminder report

Inspection date: 12 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

The childminder and her assistant provide an extremely welcoming and homely environment, where children can play, explore and learn. Children lead their own play and confidently choose from the wide range of toys and resources. They benefit from lots of individual attention, which helps them to feel happy, safe and secure. For example, when babies wake up from a nap, they enjoy a cuddle with the childminder and then happily continue playing. All children develop close attachments with the childminder and her assistant. They are excellent role models, treating children with kindness and respect. Children behave exceptionally well. They learn to share and take turns from a young age. For example, they demonstrate high levels of self-control as they wait patiently for their turn on the trampoline.

The childminder creates an exciting and inviting learning environment for children, both inside and outside. Children thoroughly enjoy the time they spend in the childminder's well-resourced garden. They develop their physical skills as they run, jump and explore. Children are motivated and eager to learn. They have lots of fun as they play with toys that capture their interest, such as the train set. They listen attentively to stories and learn to count, recognise numbers and explore colours. The childminder prepares children well for the next stages of their learning, including starting school.

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

- The childminder has worked extremely hard since her registration to successfully develop her provision. She demonstrates a genuine enthusiasm for her work and is exceptionally well organised. The childminder plans a rich and varied curriculum for children. She works closely with her assistant and they share their skills to provide high-quality care and learning for children.
- Children enjoy using different media, such as crayons and paint brushes to develop their mark-making skills. The childminder provides large pieces of paper for children to draw pictures. They decide to draw themselves and each other, discussing their features and choosing the correct coloured crayons for their eyes and hair. This activity encourages children to think about their similarities and differences.
- The childminder and her assistant clearly enjoy their time with the children and engage enthusiastically in their play. They make excellent use of natural resources to extend children's interest in the mud kitchen. Children confidently use utensils, such as metal pans and spoons to mix water and leaves to make 'soup'.
- Children's language and vocabulary are well supported as the childminder and her assistant continually talk to them. They use stories to help children explore

and understand different emotions, such as being 'happy' or 'sad'. For example, as children listen to the story about the 'Stick Man', the childminder asks them why his children are sad. They explain that the children are sad because they want their daddy to come home for Christmas.

- The childminder forms very friendly and trusting partnerships with parents. She regularly shares information to keep them informed of their children's progress. This also helps them to support their children's learning at home. Parents say that 'their children love being with the childminder and her assistant' and that 'they learn something new every day'. They are particularly impressed by the good progress their children make and how they flourish in the childminder's care.
- Children are getting to know their local community. They explore the woodlands nearby, where they discover wildlife and nature. The childminder teaches children about the changing seasons. Children have great fun exploring natural objects associated with autumn time and playing in the snow.
- The childminder considers what works well and what improvements to make. She also uses parents' suggestions to continually develop her provision. The childminder makes excellent use of training opportunities to extend her knowledge and skills.
- The childminder finds out what children already know and can do when they start with her. She identifies individual children's next steps to build on their skills. However, at times, the childminder does not focus precisely enough on what it is she wants children to learn from the activities, to help them make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a very good understanding of their safeguarding responsibilities. They confidently respond to questions and scenarios to assess their knowledge regarding all aspects of safeguarding matters, including the 'Prevent' duty. The detailed policies and procedures help to ensure children's welfare is effectively promoted at all times. The childminder and her assistant regularly update their safeguarding training. They prioritise children's safety and check the environment thoroughly to identify and remove any hazards, to create a safe place for children to play and learn.

What does the setting need to do to improve?

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

- focus more rigorously on the learning intentions during planned activities to build on what children already know and can do.

Setting details

Unique reference number	2613062
Local authority	Hertfordshire
Inspection number	10265206
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 7
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Abbots Langley. She operates Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and works with an assistant. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Oliver

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 their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living and working on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector took account of the views of parents from written feedback provided

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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