

Childminder report

Inspection date: 22 May 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 settled in this nurturing, child-centred provision. They form strong bonds with the childminder and her co-childminder which helps them to feel safe and secure. The childminder uses information from parents and observations to understand children's routines, needs and abilities, which helps them to transition smoothly when they first start.

Children make their own independent choices about what they play with from a wide range of resources. They engage in role play with babies and follow their own interest of trains making long tracks to push them on. Children develop a love for nature and thoroughly enjoy outdoor learning, which is provided in abundance. They eagerly explore bug houses in woodlands and take regular walks in the local village. They have access to the childminder's garden which has a range of equipment to support their physical development, such as slides and tricycles.

The childminder has high expectations for behaviour. Children are polite and learn good manners. They are familiar with routines in the setting. Children are keen to help with tasks, such as tidying away toys. They know to push their chairs in after they leave the table to prevent any accidents.

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

- The childminder has a good understanding of how children learn. She plans a sequenced curriculum to support the needs of the children based on their interests. Children are engaged and respond well to the high-quality teaching from the childminder. Effective tracking and monitoring systems are in place to ensure that children make good progress.
- The childminder plans appropriate activities to support children's learning. For example, children develop an early understanding of mathematics as they match shapes on a board game. They learn that a triangle has three sides, and correctly identify a circle shape. However, the childminder does not always allow enough time for children to think and respond to questions, which does not fully support children to problem-solve independently.
- Children behave well. The childminder acts as a positive role model, promoting turn-taking and sharing. Children use emotion flowers to understand different emotions and identify how they are feeling. This helps children to regulate their emotions and become more self-assured with their feelings.
- The childminder and her co-childminder work effectively as a team. They communicate clearly with each other to ensure that the needs of the children can be met. They deploy themselves effectively around the setting to ensure that children are supervised. The childminder implements effective systems to ensure that her co-childminder is well supported. They identify targets and

further training opportunities together which helps to build on their professional development and enhance teaching.

- The childminder provides children with rich experiences to build on their understanding of the world around them. Children enjoy trips to the library, dance classes and regular walks in the local village. Children build relationships with local residents which helps them to feel part of their community.
- Children's oral health is promoted well. The childminder works with families to support them to access dentists. She explains to children the importance of keeping their teeth clean. The childminder recognises the impact dummies can have on children's communication skills and works with children to help them to become less reliant on them.
- The childminder plans experiences to celebrate different cultures. For example, children look at flags from different countries and take part in activities to celebrate Diwali. However, the childminder does not extend children's learning about people and how they live to help them to understand what makes them unique.
- Parents speak highly of the childminder. They value the strong and trusting relationship she builds with the children. Parents comment on the good progress their children make, in particular with their communication. The childminder shares learning plans and goals with parents and supports families to continue children's learning at home, providing activities and ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep children safe. She ensures that she keeps her training up to date. The childminder demonstrates robust knowledge of the potential signs and indicators of abuse and neglect. She is aware of local safeguarding issues, such as county lines, and how this may impact on the children she cares for. There are clear reporting procedures in place should she need to report a concern about the welfare of a child. Regular risk assessments ensure that hazards are minimised in the setting, and adults and children practice a fire drill every month.

What does the setting need to do to improve?

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

- provide children with enough time to process and respond to questions to further support their thinking and problem-solving skills
- make the most of opportunities to help children deepen their understanding of different cultures and what makes them unique.

Setting details

Unique reference number	2617476
Local authority	Hertfordshire
Inspection number	10260069
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Hemel Hempstead. She works with a co-childminder. She operates Monday to Friday, from 8am to 6pm, all year round, with the exception of personal holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for 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 childminder and has taken that into account in their evaluation of the childminder.
- 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, both indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminders suitability, training record and safeguarding documents.
- 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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