

Childminder report

Inspection date: 25 November 2024

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 builds warm and trusting relationships with children, who are happy and content in this welcoming setting. The childminder supports children's emotional well-being and explains who is visiting today. Children are confident to interact with visitors, knowing the childminder is close by. They become engaged in activities and explore the planned learning. The childminder provides a curriculum that builds on what children know and need to learn next. For example, she observes children's fascination with animals and uses this to help develop children's early speech. She ensures that pretend animals and books are available and accessible to children. The childminder plays alongside children and allows them to follow their own ideas.

The childminder shows the utmost respect for children, asking for their permission before wiping their nose. She encourages children to respect each other. The childminder teaches children about kindness and reminds them to use good manners, such as saying 'please' and 'thank you'. From an early age, the childminder teaches children about responsibility and to tidy away resources before getting more out. She talks to them about how to dispose of tissues after blowing their nose. Children respond well to the positive strategies the childminder uses to manage their behaviour.

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

- The childminder is enthusiastic about children's learning and care. She reflects on her own practice and keeps her knowledge and skills up to date by attending training and conducting personal research.
- Children develop a love of reading from a young age. They understand how to carefully turn the pages of the book. Children snuggle up with the childminder and enjoy sharing a book together. The childminder makes the story engaging. She whispers the story as the children lift the flaps and guess what is underneath. Younger children become excited as they lean in and wait to see what is on the next page. The childminder pauses to encourage children to repeat the animal sounds. This helps develop children's speech and language skills as well as an understanding that text has meaning.
- The childminder supports children's communication and language well. She models new language at every opportunity, demonstrating more complex vocabulary for children to practise. The childminder narrates their play and routines to promote children's language growth.
- Children learn to be independent from a young age. The childminder teaches them the skills they need to do things for themselves. She encourages young children to pull off their own socks when they are wet. The childminder supports young children to develop key skills they will need for the future. For example,

young children practise feeding themselves using cutlery and drinking from an open cup.

- The childminder is in tune with children, knowing when to join in to extend play opportunities but also knowing when to allow children freedom to use their imagination and develop their own play. Occasionally, during some planned adult-led activities, the childminder does not fully consider how she can adapt the activity when children are less interested.
- Children's physical skills and coordination are developing well. They enjoy regular access to the outdoors for fresh air and exercise. They develop their leg muscles and precision skills as they practise kicking the ball.
- The childminder helps children to focus on their learning. Children are enthusiastic learners and develop positive attitudes to their learning from a young age. For example, children show good problem-solving skills as they work out how to match the 'head and tails' puzzles. The childminder uses positional language to help children to develop mathematical concepts, such as below and in front.
- There are strong partnerships with parents and other providers that children attend. The childminder keeps parents up to date about their children's progress through face-to-face contact. This helps to provide children with a consistent approach to their learning. Parents are highly complimentary of the care and education their children receive. They comment on the caring and professional nature of the childminder.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to build on the existing good teaching to ensure that planned activities build on what children need to learn next.

Setting details

Unique reference number	2638107
Local authority	Hertfordshire
Inspection number	10333035
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 4
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Hertfordshire. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder offers funded early education places to all eligible children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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