

Childminder report

Inspection date: 15 November 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 has created a welcoming setting where children demonstrate they feel at home, and they confidently explore the activities on offer. They enjoy sharing in their play with the childminder, with lots of laughter and smiles. The close bond the children have with the childminder is clear, and she meets their emotional needs well. Children feel safe and settled in her care. Children are encouraged to make healthy choices. The children eagerly rush to see what fruit is available on the snack display board. The childminder understands the importance of healthy eating and has set up a routine where children are able to make their own choices while ensuring the snack is healthy.

Children have a positive attitude towards their learning. They show high levels of concentration as they engage in role play in the ice-cream shop. Children enjoy creating different-flavoured cones and talking about the various toppings. They demonstrate patience and resilience when other children interrupt their play. The childminder gently redirects the younger children and reminds them to be considerate of others. As a result, children behave well and quickly learn to be respectful and tolerant of each other.

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

- The childminder knows the children very well. She has an effective approach to planning and assessing children when they start with her, which involves close collaboration with parents. The childminder plans activities with their individual interests in mind. During the activities, she introduces opportunities for children to extend their play and learn new skills. Children's interest in the role-play ice-cream shop is extended as they make play dough ice-cream sundaes, using different colours and adding sprinkles. The childminder introduces mathematics by counting, measuring and colour matching.
- The childminder has high expectations for behaviour. She offers clear boundaries to children using simple language so children know how to behave well. The childminder uses a gentle approach to remind children to be kind to others. She reinforces this by praising them for making the right choices and for being positive role models to others.
- The childminder places a strong emphasis on developing children's communication and language skills. She uses key signs alongside speech to communicate with children with speech delay. New vocabulary is introduced and repeated to promote younger children's language skills. The childminder engages children in conversation and asks them questions to embed their understanding and extend their vocabulary. However, she does not always give children sufficient time to think about and share their responses to questions.
- Children take pride in assisting the childminder to tidy up the toys before lunch.

They rush to complete the tasks and are confident in the daily routine. Children learn about the importance of handwashing before eating and cleaning the table before food activities. Children enjoy healthy meals and snacks. The childminder teaches them about the benefits of food for health and making good choices.

- Younger children enjoy regular outings. The childminder meets up with other childminders to widen children's friendships. Children enjoy regular visits to the soft-play centre and local park, giving them lots of opportunity to get exercise and fresh air. The childminder understands the importance of broadening children's horizons and visits local open farms and visitor attractions when possible.
- Parents praise the childminder highly. They are enthusiastic about their child's progress and the quality of care that the childminder provides. They feel well informed about their child's day and the progress they are making. The childminder uses daily discussions to share information about a child's progress and collaborate on next steps. Feedback from parents is positive about how well the childminder knows children.
- The childminder places high priority on her professional development. She uses a range of methods to help her evaluate and develop her knowledge, skills and the quality of provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to safeguard children. She undertakes regular safeguarding training to ensure her knowledge is up to date. The childminder knows the procedures to follow regarding how and when to report a concern about a child's welfare. She is alert to potential risks to children, including exposure to unsafe use of technology. The childminder works with parents to ensure children know how to remain safe online and that parental controls are in place.

What does the setting need to do to improve?

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

- offer children sufficient time to think about their responses to questions and to share their ideas fully.

Setting details

Unique reference number	2643253
Local authority	Hertfordshire
Inspection number	10300981
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	2 to 9
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 Ware, Hertfordshire. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Sue Triscott

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed testimonies from 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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