

Childminder report

Inspection date: 24 January 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

Children are constantly active and busy as they move around the childminder's welcoming home. They know where to find the toys they want to play with and engage in play and activities very well. Children are happy and show they feel safe and secure in the childminder's care. Babies have familiar routines, mirrored on their care at home. This results, for example, in them settling to sleep peacefully and waking up refreshed and ready to play. All children play together very well and their behaviour is good.

The childminder builds her curriculum around children's learning needs. She adapts this as necessary to make sure her teaching is tailored to each child. For example, as she is currently caring for younger children her curriculum is highly based on free play and exploration. Children enjoy exploring play dough and are learning how to use tools for a purpose. The childminder interacts with children, introducing them to mathematical language and colour names. This results in children being constantly challenged and they make good progress in all areas of learning.

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

- The childminder builds good relationships with parents and this helps her to gain vital knowledge on what children can do when they start to attend. She finds effective ways to build on children's experiences and skills to promote their ongoing learning and development. This helps children to develop the skills they need for their future learning.
- Children enjoy sharing books with the childminder. They sit on her lap and enjoy the close contact. The childminder gives children time to talk about the books and their own experiences. Children use strong vocabulary as they recall visiting farms and anticipate what they might see at future visits.
- Children have lots of space and opportunities to be active and use their physical skills. The hallway is a popular place for crawling up and down, pushing cars or stomping toy dinosaurs. Children are learning how to be aware of others as they negotiate space. Babies enjoy crawling to find their favourite toys. They use their fingers to press buttons and clap with delight at their achievements.
- Parents speak positively about the childminder. They say she is very nurturing and children thrive under her care. Parents feel the childminder delivers her curriculum very well, both in her home and on the outings she takes children on.
- The childminder adapts her routine to make sure children's needs are always met. For example, when children say they feel hungry she provides their snack earlier than usual. This helps children to understand their own bodily needs.
- The childminder understands the importance of working in partnership with parents and other professionals. She encourages parents to seek professional support if she has any concerns with children's development. However, the

childminder does not always build strong partnerships with key staff at other settings children attend.

- The childminder has good procedures in place to help her to keep children safe. She has camera monitors over cots and checks babies regularly as they sleep. The childminder encourages children to tidy away toys they have finished playing with. She talks to them about how accidents could happen when toys are left on the floor. This helps children to begin to learn how they can keep themselves safe.
- The childminder has links with other childminders. This provides her with opportunities to share good practice and hold professional discussions with others. The childminder reflects on and evaluates her practice to promote continuous improvement. However, she does not precisely identify and use professional development opportunities as well as she could, to further extend her teaching skills and knowledge.

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 find effective ways to share information directly with key staff working with children that attend other settings
- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	2645772
Local authority	Hertfordshire
Inspection number	10305286
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 3
Total number of places	6
Number of children on roll	5
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 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 childcare qualification.

Information about this inspection

Inspector
Jill Hardaker

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 her and has taken that into account in her evaluations.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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