

Childminder report

Inspection date: 27 March 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 demonstrate they feel happy and safe in the childminder's care. They are constantly active and busy as they move around her welcoming home. They know where to find the toys they want to use and engage in independent play very well. Babies have familiar routines and secure places to rest. This results in them settling to sleep peacefully and waking up refreshed and ready to explore. All children play together very well and their behaviour is good. Children have many opportunities to be active, both indoors and outside. They enjoy spending time in the garden. They know where to find their belongings and are learning how to do many things for themselves.

The childminder builds her curriculum around children's learning needs. She is currently caring for young children, so her curriculum is highly based on free play and exploration. However, the childminder constantly challenges children to learn more. For example, she provides puzzles aimed at children of a higher age as she knows some of her children can achieve at these levels. This results in children making strong progress in their learning and development.

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

- The childminder has a clear awareness of where each child is in their learning and what they need to learn next. She offers a good balance of focused, quieter activities and more active play. The childminder makes good use of resources and plans activities that build on the interests and abilities of the children.
- The childminder thoughtfully selects children's favourite books for story time and reads enthusiastically. Children listen carefully, join in with repetitive phrases and act out the story with props. The childminder sensitively introduces mathematics to children. For example, by introducing and hiding toys dinosaurs, that match with the pictures in the book. This helps children to see how adding and subtracting works in a meaningful way.
- The childminder supports children's communication and language development well. Children thoroughly enjoy joining in with songs and stories. Babies, babble, clap and shake instruments with enthusiasm. Children confidently communicate their needs and speak very well. The childminder models new words and language clearly. For example, when children pretend cardboard tubes are telescopes she introduces positional words, such as up, down, left and right. Children readily repeat the words and actions and this further supports their developing language skills.
- Parents speak positively about the childminder. They say their children are learning well and are very happy in her care. The childminder works well in partnership with parents and gains regular feedback from them to help her to monitor the effectiveness of her provision. However, the childminder is less

proactive in seeking information about children's learning experiences from the other settings that children attend. Therefore, further continuity in learning is not assured.

- 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 reflects on and evaluates some areas of 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.
- At times, the childminder works with assistants. She has secure procedures in place for employment and makes sure assistants have the skills to undertake the roles she has for them. However, the childminder has not yet considered how she can effectively support the ongoing professional development of assistants, such as carrying out supervision meetings.

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:

- develop closer partnerships with other settings that children attend, to foster a flow of two-way communication to ensure that children's learning experiences complement those they receive elsewhere
- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge
- enhance the arrangements in place to support the ongoing professional development of assistants.

Setting details

Unique reference number	2647510
Local authority	Hertfordshire
Inspection number	10332854
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	0 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Shenley. She operates all year round from 8am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants on a part-time basis.

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 and assistants and 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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