

Childminder report

Inspection date: 3 October 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 helps children to feel safe and secure. She reminds them about the planned visitor, and they happily greet and introduce themselves. Children are excited about the day of learning ahead of them. The childminder is nurturing and gentle and builds strong bonds with the children. Her calm approach supports children to explore the environment. She provides activities she knows children will enjoy and take part in. Children play with instruments, banging the tambourine to make music. The childminder organises her curriculum around themes, which develop children's knowledge around a specific area, such as traditional tales or seasons. She supports children's communication skills well. She is clear in her explanations and gives children plenty of time to process what she has said. Children develop a love of stories and rhymes. The childminder reads a variety of books and sings songs to the children.

The childminder has high expectations for children's behaviour. Children learn to behave well. The childminder helps children to share and take turns as they play. Older children show kindness towards younger children, checking that they are happy and asking if they want to play. The childminder fosters close relationships with children and their families.

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

- The childminder has developed a good curriculum. She focuses on children's social, emotional and communication skills, as well as their physical development. This ensures they have the skills they need to support their future learning. However, at times, the childminder tries to teach too much at once. This means she is not always able to focus her teaching on the precise things that she wants children to learn from an activity to fully support their progress.
- Children are confident talkers. The childminder models the correct language and asks questions to encourage children to talk about what they are doing. She listens to children as they share their ideas. Younger children happily babble, mimic and repeat the words they hear. When older children use new words, such as 'weird', the childminder gives meaning to the word. This helps children gain a wide vocabulary and develop their understanding of words.
- Children are developing a love of books and reading. The childminder frequently shares books with the children. Children use the knowledge they gain from well-known stories in their play. For instance, while playing in the garden, older children remember the recent story about a busy squirrel. They talk about the different seasons and whether the squirrels have buried acorns in the garden. This shows that children are starting to understand that the print carries meaning and learning to comprehend stories.
- The childminder recognises the importance of children's physical development.

She takes the children on daily walks and outings, such as to the park and playgroups. Younger children are confident to move around and climb over the soft play equipment. Children have good physical skills and enjoy kicking balls in the garden.

- Children love playing in the fresh air. They concentrate well as they fill sand moulds to create a sand butterfly. Children learn to problem-solve and recognise that they need to fill the mould fully to produce the butterfly successfully.
- The childminder incorporates mathematical learning into activities. Children show a keen interest in numbers, counting, shape and colour. Older children say how old they are, while holding three fingers up. Children play with shape sorters and learn to count during activities. Children show good levels of curiosity and perseverance, as they try to fit the shape into the correct hole. This helps them to begin to understand size and shapes.
- The childminder develops strong relationships with parents. She regularly shares children's developmental information with parents. This helps parents feel involved and informed about their children's learning. She offers parents good suggestions about how they can support their children's learning for future learning experiences, such as going to school.
- The childminder attends mandatory training to refresh her knowledge of how to keep children safe. Although the childminder's knowledge is good, she has not considered professional development opportunities to further strengthen her teaching practice.

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:

- strengthen teaching for planned activities to focus more precisely on the learning intent, to help build on children's learning
- enrich practice further and make better use of professional development opportunities to maintain and build further on the good-quality provision.

Setting details

Unique reference number	2672496
Local authority	Hertfordshire
Inspection number	10350687
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	0
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Cheshunt, Hertfordshire. She operates from Monday to Friday, 6.30am to 6pm, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She offers early education funded 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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