

Childminder report

Inspection date: 22 July 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 creates a warm and homely environment that children feel safe and secure in. Her nurturing and caring approach enables children to settle swiftly and enjoy the time in her care. Children confidently explore their environment. They remain engrossed in age-appropriate learning opportunities indoors, as well as in the large secure garden. The childminder supports this high level of engagement by ensuring that children's changing interests remain at the heart of her practice and form the basis of all activities. For example, children have a keen interest in sea creatures. The childminder develops children's coordination by encouraging them to pick them up with fishing rods. They describe the different colours of the fish and count how many they catch.

The childminder has clear strategies and consistent boundaries in place that support children's understanding of appropriate behaviour. She provides children with opportunities to engage with others at structured group sessions and on trips out. This encourages children to develop essential skills, such as taking turns and cooperating with their friends during play. Children demonstrate empathy and show support for others. For example, when their friends complete tasks successfully, children offer them praise and celebrate their achievements.

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

- Children's communication and language skills are well promoted during play. Children enjoy story sessions where they listen intently to the enthusiastic childminder. The childminder skilfully introduces books into every activity. For example, children match up the model animals to the ones in their interactive book. They listen to the noises they make and mimic the sounds. The childminder demonstrates good language skills herself. She consistently corrects children's mispronunciations, supporting them to develop a good understanding of the English language.
- The childminder monitors children's progress closely. This enables her to demonstrate a good understanding of their abilities and next steps. The childminder regularly shares her findings with parents. She offers ideas of how to further promote children's development at home. This enables parents to fully engage in children's learning.
- The childminder is committed to enhancing the care she provides for children. She enthusiastically discusses the additional training opportunities she undertakes and how they support children. For example, a recent focus on mathematical teaching has improved the way in which she promotes this in her setting. Other areas of her practice would benefit from the same detailed consideration. For example, further evaluation of snack and mealtime routines would ensure that they fully promote children's behaviour and better prepare

them for their next stage of learning.

- Children have a good understanding of healthy lifestyles. They enjoy nutritious, home-cooked meals made from the fruits and vegetables that they grow in their allotment. Children enjoy being active on trips out to the zoo and to local parks. They have opportunities for physical play indoors when singing and dancing to songs with their childminder.
- Relationships with parents are strong. All families value the close bonds their children have with the childminder and her family. They comment on how her nurturing and loving approach supports children to settle well in her care. Parents appreciate the detailed communication they receive about children's progress and the time they spend in her care. They comment on how this enables them to gather a deep understanding of how to support children further at home.
- The childminder sequences children's learning well, building on what they already know and can do. She plans activities that encourage children to recall past learning. From this, she is able to evaluate the effectiveness of her teaching. For example, on a recent trip to the zoo, children learned about the different countries the animals originate from. Back in her home, the childminder encourages children to place models of animals in their appropriate habitats. They explore the foods that the different animals eat and learn new words when exploring their unique features.

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:

- evaluate the effectiveness of mealtime routines, ensuring they meet the individual needs of all children who attend.

Setting details

Unique reference number	2673343
Local authority	Hertfordshire
Inspection number	10350764
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Berkhamstead. She operates Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 the childminder and has taken that into account in their evaluation of the childminder.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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