

Childminder report

Inspection date: 2 December 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 content and settled in the care of the childminder. They are eager to explore the range of toys and activities available to them. The childminder's curriculum is highly focused on children making independent choices and leading their own play. She closely interacts with children and builds on the learning she sees taking place. Children enjoy playing games together. They are learning how to take turns and respect the choices of others. Children listen and respond positively to the childminder, and their behaviour is good.

Children are keen to do things for themselves and know when they need to ask for help. The childminder is patient with children and gives them time to succeed, such as when taking off their sweaters and dressing dolls. Children are pleased with their achievements. The childminder places a strong emphasis on helping children to become community-focused. They learn about the needs of others by supporting the local food banks. Visits to the childminder's allotment provide children with opportunities to grow fruit and vegetables. Children enjoy sharing their produce with others through their random acts of kindness in the village.

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

- The childminder is an experienced early years practitioner. She has a good understanding of how young children learn. The childminder knows that children learn through play and is knowledgeable about what they need to learn next. She considers children's interests when planning her environment and resources. The childminder closely monitors the progress children make. This helps her to target individual next steps in learning for each child.
- Children benefit from a language-rich environment, which helps to support their communication skills. The childminder continually converses with children and encourages them to use their own words with each other. She is aware of children who need additional support and repeats words and phrases back to them. This helps them to hear the correct pronunciation and learn new vocabulary. Overall, children's communication and language development are strong.
- Children gain a good understanding of the importance of healthy lifestyles. The childminder uses her allotment to help children understand the benefits of eating a varied diet with lots of fruit and vegetables. Daily walks and play outside provide children with time for exercise in the fresh air. Children know to wash hands before eating and after using the bathroom.
- The childminder incorporates opportunities for children to explore numbers and supports mathematical development well. She counts as she adds objects into play and discusses the comparative sizes of toys and resources. For children who are able, the childminder encourages them to bring objects together and work

out how many they now have.

- Partnerships with parents are strong. Written feedback from parents is highly complementary. They state that their children build close bonds with the childminder. Parents say that their children are making good progress under the childminder's care. The childminder keeps parents informed about their children's day and what they have been learning.
- The childminder provides opportunities for children to develop their literacy skills in readiness for their future education. Children hold pens correctly and show that they know the difference between pictures and text. Some children are able to form letters that make up their names. When the childminder shares books with children, she gives them time to ask questions and offer their own ideas of what might happen next.
- The childminder completes some training courses, such as building on her knowledge of how to keep children safe. This includes attending safeguarding training and paediatric first aid. However, she does not routinely reflect on this aspect of her practice and engage with other professional development opportunities to support her teaching skills to even higher levels and further improve learning outcomes for children.

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:

- engage in a wider range of professional development to strengthen skills and raise the quality of teaching to higher levels.

Setting details

Unique reference number	2690179
Local authority	Hertfordshire
Inspection number	10367871
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- 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 discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- 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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