

Childminder report

Inspection date: 14 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a caring, nurturing and homely environment. They treat all children with kindness and respect. Children show that they feel safe in their care. They develop close relationships with the childminder and her assistant, and display a strong sense of belonging. Children benefit from high levels of individual attention and interaction with the childminder. For example, they enjoy looking at books together. Younger children often choose their favourite book about a bus. They soon discover that when they press the buttons, they will hear different sounds, such as a horn and a bell. Toddlers love the 'feely' books. The childminder uses words such as 'fuzzy', 'furry' and 'fluffy' as they explore the different textures. The childminder's home is very well resourced, and toys are easily accessible.

Children quickly gain the skills they will need when they go to school. They learn to count and recognise numbers, shapes and colours. Young children concentrate well in their chosen activities. For example, they work out how to post the colourful pennies in the toy 'piggy bank'. They are fascinated to discover that when they press the pig's nose, they will hear different sounds. The childminder sits alongside children and joins in their play. She uses all opportunities to suggest ideas and extend their learning.

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

- All children, including those who have recently joined the setting, make good progress from their starting points. The childminder and her assistant know the children well. They can talk confidently about children's interests and where they are in their learning.
- Children behave very well. The childminder and her assistant are positive role models. They explain their expectations in a way that children understand. Children automatically say 'please' and 'thank you'. They are familiar with the daily routines and respond well to the childminder's requests. For example, they eagerly help her to tidy away the toys at lunchtime.
- Following the COVID-19 pandemic, the childminder identified that some children show delays in their language and communication. She promotes this area of learning very well through a wide variety of activities, including stories, poems and songs. This helps children to develop their confidence in their speaking and listening skills. Toddlers happily demonstrate how they 'talk to daddy' on a play mobile telephone.
- Children play outside every day and have lots of fresh air and exercise. They visit local parks where they can use the play equipment to develop their balance and coordination skills. The childminder promotes children's awareness of safety, and they learn to manage risks from a young age. For example, they learn how

to cross the road and how to feed the ducks on the lake safely.

- The childminder provides many opportunities for children to develop their small-muscle skills. For example, they enjoy fixing together the pieces of a board game. The childminder encourages them to take time to think about where the pieces go to complete a character. Children use positional language as they talk about putting the feet at the 'bottom' and the head at the 'top'. They learn new words, such as 'magician' and 'clown'. The childminder extends children's learning by explaining what each character does. For example, she says that the 'chef' cooks the food in a restaurant.
- The childminder and her assistant develop friendly relationships with parents. Parents say that 'they would be lost without them'. Parents comment on how much they appreciate the photos that the childminder sends to them throughout the day. However, the childminder has not fully explored effective ways to encourage parents to share children's learning and achievements at home, to ensure continuity in their children's care and learning.
- The childminder and her assistant have completed all mandatory training. This helps to ensure they have a good knowledge and understanding of how to promote children's safety and welfare. However, they do not always make the most of ongoing training opportunities to update their existing knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge and understanding of child protection and safeguarding procedures. She ensures that both herself and her assistant are clear about their responsibility to keep children safe. They can recognise the possible indicators of abuse and have a clear knowledge of how to respond to any concerns about children's safety or welfare. The childminder and her assistant undertake regular safeguarding training and are conscientious in keeping their knowledge up to date. They complete risk assessments each day to ensure children can play and learn in a safe and secure environment.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- find further ways to encourage parents to consistently share information about children's achievements from home, to ensure consistency of care and fully support their children's learning
- identify professional development opportunities to strengthen existing knowledge and skills and enhance the quality of teaching to the highest level.

Setting details

Unique reference number	EY218291
Local authority	Hertfordshire
Inspection number	10063542
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 6
Total number of places	12
Number of children on roll	10
Date of previous inspection	4 August 2015

Information about this early years setting

The childminder registered in 2002 and lives in Ware, Hertfordshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs her daughter, who holds a relevant level 3 qualification, as a full-time assistant. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Oliver

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector, including evidence of training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.

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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