

Childminder report

Inspection date: 2 February 2023

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

Children are settled and behave well. The childminder supports children to manage their feelings and behaviours through consistency. She talks to children about how they are feeling, giving them time to talk and share their thoughts. Children develop friendships with the childminder, her co-childminder and each other.

Children's communication development is good. They have regular opportunities to develop their speech and language skills. For example, children listen intently as the childminder reads stories to them. She introduces new words and vocabulary to build on what the children know already, such as when they talk together about 'penguins' and 'stingrays'. Additionally, children access books to enjoy independently or alongside their peers. This encourages their interest in storytelling.

Children are happy in their surroundings and demonstrate that they feel safe. Young children that are new to the childminder's care settle swiftly and approach the childminder confidently for a cuddle during their play. During one-to-one care tasks, children laugh and giggle as the childminder interacts warmly with them. This promotes children's personal, social and emotional development.

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

- The childminder has reflected on her behaviour management policy and procedures and has amended the strategies that her and her co-childminder implement. Children are learning to share, take their turn and play cooperatively alongside their friends. They are praised for their efforts and achievements, such as when they remind each other to share. This successfully promotes children's self-esteem.
- Partnerships with parents are good, and parents speak warmly of their relationship with the childminder and her co-childminder. The childminder communicates daily with parents. She shares photos and updates through their child's online journal, as well as daily discussions to inform parents about their children's day. This helps parents to know what their children are doing and supports them to extend their children's learning at home.
- The childminder plans activities and experiences that help children to develop individually. She uses her own observations and assessments alongside those of her co-childminder to identify children's next steps and then uses this information to inform their daily planning. This helps children to make good progress. Children join in together as, for example, they build towers and tunnels with bricks. Older children are noticeably very kind towards the younger children and are praised for this.
- The childminder knows the children well. She has a good understanding of their

individual needs and dietary requirements. Children sit together at mealtimes, and they talk about the food they eat. However, the childminder does not support children to learn about the importance of good health. For example, children observed coughing throughout the inspection are not helped to use a tissue, cover their mouths or wash their hands. This does not help to prevent the spread of infection.

- Children enjoy daily opportunities to be active. Outside, they confidently develop a range of skills that support their physical development, such as climbing and balancing. Children collaborate with their friends to work things out. For example, they help each other to make the see-saw work appropriately. The childminder praises children for this, improving their self-confidence.
- Children enjoy activities and experiences that help them to develop their imagination. For example, they use pretend food as they play 'shops'. The childminder interacts with the children, and the activity extends further as children pretend to visit the shops when they play outside. However, the childminder does not consistently recognise when to adjust her teaching during interactions, to provide further learning for the most-able children.
- The childminder works closely with her co-childminder. They support and help each other daily, discussing their strengths and areas for improvements. They extend their continuous professional development through online training and individual research, which they then share between them to help each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of keeping children safe and has recently undertaken some additional safeguarding training to enhance her awareness. The childminder's safeguarding knowledge has improved to ensure that when concerns are raised, she can identify and take appropriate and swift action. The childminder has a good awareness of her local area and the concerns that may affect her local community. This knowledge helps her to keep children safe. The childminder carries out a regular risk assessment of her home to ensure that the areas used by children are safe. When out of the home, the childminder is vigilant and assesses the areas visited. This has a positive impact on children's safety.

What does the setting need to do to improve?

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

- support children's understanding of how suitable hygiene practices contribute towards their good health
- consider how to enhance learning opportunities for the most-able children.

Setting details

Unique reference number	EY219678
Local authority	Hertfordshire
Inspection number	10271628
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	12
Number of children on roll	8
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder registered in 2002 and lives in Hemel Hempstead. She operates all year round, Monday to Friday, from 8am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works alongside a co-childminder who holds an appropriate early years qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jo Rowley

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable. A learning discussion was held to understand how the childminder organises the areas of learning.
- The inspector spoke with children throughout the inspection. Older children told the inspector what they enjoyed doing while at the childminder's home.
- The inspector observed the childminder's interaction with children during the inspection and reviewed this with the provider.
- The inspector took into account the views of parents through discussion and a review of their written feedback.
- A sample of documentation was examined. This included the childminder's paediatric first-aid qualification.

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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