

Childminder report

Inspection date: 7 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle well and benefit from caring relationships with the childminder and co-childminder. Children listen attentively to the childminder, and their friendly interactions with her demonstrate they feel secure. Children behave well; they are kind to their friends and happily share. Older children sit together at the table with the childminder to enjoy nutritious meals. They talk together about their experiences and interests. The childminder models polite behaviour. Children develop their social skills.

Parents comment that they appreciate the childminder's emphasis on learning through play. Children enjoy regular outings to the library, playgroups, parks and woods. They benefit from regular fresh air and develop their physical skills. Children learn about the natural world in a variety of ways. For example, they enjoy growing vegetables, hunting for bugs and watching the birds feed in the garden. Children benefit from activities and outings that they may not enjoy at home.

The experienced and qualified childminder understands how to support children's learning. She reads stories in an engaging way. Children enjoy regular stories, eagerly requesting their favourite stories to be read, laughing at the funny parts. They concentrate and recount details of the story. Children develop an enjoyment of books.

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

- The childminder and co-childminder demonstrate teamwork and are good role models. They work together to ensure that children's care and emotional needs are constantly supported. For example, they ensure babies benefit from consistently caring interactions. As babies explore musical instruments, they intuitively cuddle the attentive childminder and co-childminder. The childminder helps children to learn new words and develop their early language skills.
- Teaching is strong. The childminder helps children to build on their skills over time. For example, children enjoy learning popular songs and rhymes. Older children sing the alphabet and learn to break down words into sounds. Children develop their literacy skills and gather knowledge they need in readiness for school, or the next stage in their learning.
- The childminder knows the children well, including their abilities and interests. She uses this information to plan effectively an appropriate variety of activities, to support children to help them achieve. However, at times teaching is not always adapted to provide even greater challenge to older children, to help them make the best possible progress.
- Children are confident learners and are keen to join in activities. They

concentrate for long periods of time. Younger children enjoy exploring paint with their fingers. Older children dip shaped blocks into paint to make pictures. The childminder encourages children to name the shapes as they paint. She naturally develops children's understanding of mathematical concepts and knows how to extend activities. For example, she models to the children how to use pencils, in order to add further detail to their pictures. Children are proud of their achievements; they show their pictures and explain what they are.

- The childminder provides consistent expectations for children's behaviour. Children understand the embedded routines. They are cooperative and help to tidy up after activities. The childminder uses praise well. She understands how to build children's confidence. Children clean their hands before eating and learn the importance of good hygiene routines. They are encouraged to voice their preferences and are frequently given choices. Children are supported to develop their independence skills.
- Parents benefit from effective partnership working. They comment on the variety of ways the childminder shares information with them. She regularly reviews children's progress with parents. She understands how to work with professionals or other settings that children attend, to support children's individual needs.
- The childminder ensures her knowledge remains current and has developed plans for future improvements with the co-childminder. However, this is not yet fully focused on even further improving the experiences and outcomes for children at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder can clearly explain their understanding of how to safeguard children. The childminder secures and attends appropriate training to ensure she feels confident in her child protection knowledge. For example, she knows the signs and symptoms of abuse and how to identify children that may be at risk of harm. She has an effective understanding of the relevant authorities to contact and safeguarding procedures to follow for any such concerns.

What does the setting need to do to improve?

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

- adapt teaching to provide even further challenge to older children, to help them make the best possible progress
- develop the evaluation process, to sharply focus on even further improving the experiences and outcomes for children.

Setting details

Unique reference number	EY219678
Local authority	Hertfordshire
Inspection number	10127093
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	17 February 2016

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

Becky Williams

Inspection activities

- The inspector spoke to the childminder and her co-childminder about how they arrange the early years provision and curriculum for minded children.
- The inspector looked at the quality of teaching during activities, indoors and outdoors. She assessed the impact this has on children's learning. The inspector observed an adult-led activity and evaluated it with the childminder.
- At appropriate times during the inspection, the inspector spoke to the childminder, co-childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living and working on the premises. The inspector held several discussions with the childminder and co-childminder.
- The inspector took account of parents' views through written feedback provided at the inspection.

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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