

Childminder report

Inspection date: 16 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well and form close relationships with the childminder. They have caring and enjoyable interactions with her. For example, they hum tunes together and pretend the floor is hot lava as they jump to the rug. Parents comment that the children benefit from her warm and caring nature. They add that she helps children to grow in confidence.

Children learn to develop a can-do attitude. They concentrate for long periods of time as they carefully use scissors to cut out their artwork. Children are proud of their efforts and achievements and proudly display their work. They gather the skills and knowledge they need for the next stage in their learning. Children are prepared emotionally for the move to school. They talk about their feelings and speak affectionately about their friends and people that are special to them. Children are kind and behave well. They understand the expected behaviours and listen carefully to the childminder.

Children enjoy regular fresh air and exercise. They say they like putting their boots on and taking the childminder's dog for long walks down the lanes and around the field. Children develop their physical skills as they use scooters and balance bicycles.

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

- The experienced childminder knows the children well. She understands how to meet their care and learning needs effectively. The childminder understands how to identify any gaps in learning and how to support children to make good progress. She provides highly engaging activities to support their next steps in learning.
- The childminder works closely with parents. She gathers detailed information from the beginning and they regularly review children's progress together.
- Children develop their mathematical skills. They carefully count items so they do not lose track and learn to match number to quantity. Children learn shape names as they make pictures using cork tiles and pins. They enthusiastically repeat the shape names and explain how they are using the shapes to make a boat. The childminder uses questions well. She gives children plenty of time to think and respond as she checks their understanding. They gain a secure foundation for their later learning.
- Children develop their language skills. They sing songs and regularly share stories with the childminder. She introduces new words to help them develop their vocabulary. However, books are stored out of sight in a low cupboard and so children do not independently and easily access books throughout the day.
- Children benefit from regular opportunities to develop their writing skills over

time. For example, they use paint and various tools to make pictures. Older children practise writing as they carefully trace letters in cards to give to their families.

- Children take appropriate risks and understand how to keep themselves safe. They explain they need to sit down to use scissors safely. Children develop an understanding of healthy lifestyles. For example, they explain too many sweet things are bad for their teeth and say they brush their teeth to help protect them. The childminder uses various methods to teach children how to stay safe when using online technology.
- The childminder encourages children to be creative and build their imaginative skills. They wear safety goggles and use tools as they pretend to cut down trees and fix items in the house. Children talk about how people keep themselves safe as they are doing their work.
- The childminder promotes children's independence skills. For example, they sing 'Happy Birthday' twice as they wash their hands very carefully and thoroughly. Afterwards, they pretend to blow out candles.
- The childminder evaluates her provision effectively. She networks with other childminders to ensure her early years knowledge remains current. The childminder is aware of current guidance and adapts her provision to ensure she incorporates it into her practice.
- Although children enjoy activities, such as painting shamrocks for St Patrick's Day, they do not develop an understanding of other people, families and communities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training and research to ensure her safeguarding knowledge remains current. She explains how to identify the possible signs and symptoms that indicate a child's welfare may be at risk. The childminder is aware of wider safeguarding concerns and of recent changes to local safeguarding reporting procedures. She understands her role to help protect children and how to take swift and appropriate action to report any safeguarding concerns. The childminder has robust procedures. She restricts the use of mobile telephones in her home and ensures any visitors do not have unsupervised access to children.

What does the setting need to do to improve?

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

- improve the organisation of books so that children can easily access a range of suitable material and further develop their enjoyment of books
- provide opportunities to develop children's understanding of people, families and communities outside of their own experiences.

Setting details

Unique reference number	EY223074
Local authority	Hertfordshire
Inspection number	10063547
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 December 2015

Information about this early years setting

The childminder was registered in 2002 and lives in Hemel Hempstead. She operates Monday to Friday, from 7.30am until 5pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Becky Williams

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- The inspector looked at the quality of teaching during activities, indoors and outdoors, and 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 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.
- The inspector took account of parents' views through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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