

Childminder report

Inspection date: 26 April 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy, secure and settled and enjoy spending time with the childminder. They respond to the high expectations and positive environment created by the childminder and his co-childminder. Children are confident and use their good language skills, for example, as they introduce themselves, state their ages and talk about what their parents do at work. Children show a good understanding of how to manage their behaviour. They readily share resources and happily help to tidy up.

The childminder recognises the possible effects of the COVID-19 lockdowns on children. During this time, he maintained contact with children and their families and offered support. For instance, he researched appropriate activities for individual children, according to their needs and interests. He then prepared activity packs for parents and children to use at home. Children are becoming increasingly independent. They find their own shoes and put these on before going out. Children gain a practical knowledge about keeping themselves safe. For example, when out with the childminder in the woods or at the park, children assess how far they can safely climb on trees or play equipment.

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

- The childminder works well with his co-childminder. They recognise the different strengths they have and use these well to ensure that they offer children a safe, stimulating learning environment. Since the last inspection, the childminder has reviewed policies and procedures and carried out further research. This has contributed significantly to raising the quality of care and education he offers.
- The childminder understands what children need to learn next and confidently offers resources and activities to help children take these next steps in their learning. He regularly checks children's progress, quickly recognising any potentially weaker areas where children may fall behind. He then offers activities that strengthen children's knowledge and skills. The childminder ensures that any additional funding is used appropriately to support children's development and well-being.
- The childminder makes good use of incidental learning opportunities to help extend and reinforce children's knowledge. For instance, children eagerly explain how they followed a map at a nearby sculpture park. Older children competently describe some of the different sculptures and correctly identify the numbers on the map. Opportunities such as these help to develop children's language and mathematical skills.
- Children show a growing love of books. They listen as the childminder reads a favourite story, laughing and joining in as he makes the sounds of the animals. Children later recall the story as they search through a tray of oats to find

wooden discs depicting characters from the book.

- The childminder interacts well with children, helping to extend their thinking. With his encouragement, children who are using binoculars discover that looking through one end makes objects seem distant, and looking through the other end makes them appear closer.
- Parents speak highly of the childminder and his co-childminder. They report that they are confident that their children are safe and making good progress, and enjoy the many activities the childminders offer them.
- Children respect one another and show a good awareness of differences. They talk about their family traditions and cultures and enjoy referring to books to discover more about these.
- Children's creativity and reasoning is not fully promoted. Children talk about their ideas and thoughts during free play. For example, children share their ideas as they organise a game with the dolls and buggies. However, the childminder does not consistently support these opportunities during adult-led activities.
- The childminder supports children in developing some knowledge of health and hygiene practices. For example, children refer to the chart on the wall to make sure they use the coloured hand towel designated for them. However, the childminder does not consistently help children to implement and understand a practical range of hygiene and healthy practices, and they do not gain a thorough knowledge of this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training and reviewed his safeguarding procedures. He is fully aware of how to recognise possible signs of abuse or neglect and report these without delay to the relevant professional. He demonstrates an effective knowledge of the dangers to children of exposure to extreme views and practices. Additionally, he is clear about the action to take should an allegation be made about him or his co-childminder. The childminder takes appropriate action to protect children from the possible dangers posed by use of the internet.

What does the setting need to do to improve?

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

- enhance the opportunities for children to express their thoughts and ideas during adult-led activities
- extend the opportunities to promote children's understanding of healthy practices and support children further to carry these out consistently.

Setting details

Unique reference number	EY223233
Local authority	Hertfordshire
Inspection number	10217946
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	8
Date of previous inspection	29 November 2021

Information about this early years setting

The childminder registered in 2002 and lives in Hatfield. He works with his wife, who is also a registered childminder. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. He provides funded early education for two-, three- and four-year-old children. The childminder is registered to offer overnight care.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities inside and outside and assessed the impact these have on children's learning. She talked with the childminder and his co-childminder about how they organise their early years provision.
- The childminder and inspector reviewed an activity together. The inspector talked with children at appropriate times throughout the inspection.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of household members.
- The inspector viewed written feedback from parents and considered their views.

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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