

Childminder report

Inspection date: 28 July 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 enjoy happy and enjoyable days with the childminder. They show that they feel comfortable and safe, and enjoy playing with their friends. Children of all ages follow the well-established daily routines and develop very good independence skills. They cut up their fruit at snack time and learn to manage their own personal care. Children play happily together, treating each other with respect. They behave very well. The childminder is a very good role model, and children respond well as she helps them to share and take turns. She gives children lots of praise and reassurance and they have great fun with her. For example, children howl with laughter as they read the book about having 'ketchup on your cornflakes'. The book allows them to create different food options, which causes great amusement. The other children soon leave what they are doing to join in with the fun.

Children enjoy being in the childminder's large garden and wonderful play cabin outside. They can easily access the wide range of toys, enabling them to follow their interests and make choices in their play. The childminder plans many activities to develop children's fine motor skills, helping to prepare them for their early writing. For example, they make marks in play dough, use paint, chalks and pens and practise using glue sticks and scissors. The childminder gives children plenty of time to learn new skills and encourages them to keep trying. Children make good progress in their learning and are acquiring the skills they need in readiness for school.

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

- Children's well-being and emotional development are well supported. The childminder encourages them to understand and talk about their different emotions. For example, they tell the childminder when they are feeling sad. She helps them to understand why they are sad and what they can do to make them feel better. The 'feelings chart' is helpful in supporting children to recognise their emotions. It encourages them to learn the words to describe how they are feeling.
- Children develop very good communication and language skills. The childminder supports younger children well as they begin to develop their speaking skills. Older children discuss their recent holidays as they play with the toy aeroplane. The childminder extends children's learning by taking them on a trip to see the aeroplanes at an RAF museum. They are enthralled by the 'interactive area' where they learn why it is windy when the propellers go round.
- Children of all ages are eager to join in with a favourite number activity. They choose a pattern card and arrange the different blocks on the wooden stand to reproduce the pattern. This activity helps to develop children's hand-to-eye

coordination, sequencing and threading skills and reinforces their knowledge of colours and shapes.

- All children develop a love of books and enjoy looking at them and listening to their favourite stories. The childminder promotes children's interest in literacy, encouraging them to join in storytelling. For example, she asks them questions to make them think about what may happen next. The childminder reads with humour and expression, and children snuggle together with her as she reads.
- Children learn about healthy lifestyles. The childminder supports them well in making healthy food choices. Children play outdoors in the childminder's large garden, pedalling the ride-on toys, and sliding, climbing and balancing at the soft-play centre and park. The childminder gives children opportunities to learn to take manageable risks and experience physical challenges in their play.
- Parents' feedback shows that they are very happy with the childminder's provision. They are delighted with the progress their children make, especially in their social development and speech. Parents appreciate the way the childminder teaches children to be polite and kind to each other. They receive regular updates as she sends messages and photos of their children playing during the day.
- The childminder follows children's ideas and interests and plans many exciting activities to meet their learning needs. She monitors children's progress and is clear about the skills she wants them to learn. However, she does not assess children's initial starting points and capabilities. This means that the curriculum is not as well planned as it could be in order to promote children's progress from the very beginning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of procedures to follow should she be concerned about a child's welfare. She has completed the mandatory training and has an excellent knowledge of all aspects of safeguarding. The childminder knows the children well and is confident in recognising and recording concerns. She checks her home and considers safety for any outings, so that children can play and learn safely. The childminder talks about the importance of safety throughout the daily routines. For example, she teaches children about tidying the toys so that they do not trip and hurt themselves.

What does the setting need to do to improve?

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

- gather more detailed information about what children already know and can do when they start attending, and use this information to plan challenging activities from the beginning.

Setting details

Unique reference number	EY233786
Local authority	Hertfordshire
Inspection number	10295338
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 December 2017

Information about this early years setting

The childminder registered in 2002. She operates Monday to Friday, from 7am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and sometimes employs an 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 childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of the setting.
- 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. This included evidence about 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.
- 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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