

Childminder report

Inspection date: 18 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children feel happy and secure in this home-from-home environment. The childminder is a good role model. She enthusiastically joins in with children's play and provides quality interactions as she engages with them. Children benefit from access to the childminder's large garden. They have opportunities to develop their gross motor skills, such as riding vehicles. Children also learn about growth and change by observing the plants and trees.

Children form secure attachments with the kind and nurturing childminder. As a result, they are happy and settled in her care. The childminder has high expectations for children and supports their development well. Children behave well and treat others with kindness and respect. They listen to the childminder and respond promptly to requests, such as when they are asked to help to tidy up. Children make frequent visits to the local park and other places of interest. These trips help to broaden their experiences and social skills.

There are consistent boundaries, and the children understand these. For example, children are reminded to 'be gentle' when playing near younger children. Children are beginning to understand the concept of sharing and taking turns, such as when looking at a book together. This supports children's social and emotional development and helps them to feel safe.

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

- Children's physical skills are well supported as the childminder takes children for walks to local parks and soft-play areas. The childminder recognises learning opportunities during outings as she teaches children how to stay safe near roads and strangers. Children are developing their social skills when they talk to, and share resources with, children outside of the setting.
- Children are supported to develop some healthy habits. For example, they clean their hands before mealtimes and enjoy nutritionally-balanced snacks and lunches.
- The childminder provides an inclusive provision. She works closely with other professionals to support children who have special educational needs and/or disabilities. The childminder spends focused time with individual children to give them experiences that target their developmental needs. This helps to close the gaps in children's learning.
- The childminder is a very good role model for children. She provides lots of positive praise and consistent reminders about the expectations for behaviour. Therefore, children understand what is expected of them. The childminder praises the children and recognises their achievements, for example, when they help to tidy up.

- The childminder strongly promotes children's love of books. She carefully chooses books that develop children's interests and language experiences and supports all areas of their learning. However, sometimes, during reading activities, children lose focus and attention, and this distracts other children.
- The childminder gets to know children well and learns about what makes them unique. She fully understands their likes and dislikes. This helps the childminder to plan activities and experiences that largely build on children's previous learning. However, sometimes, she does not fully challenge children. For example, very occasionally, the activities are not tailored enough towards the needs of all children participating.
- The childminder provides a language-rich environment. She constantly engages children in conversations and encourages their speech. For instance, children name colours during an activity. Children confidently name colours such as 'red' and 'blue'. The childminder introduces children to new colours such as 'dark green' and 'royal blue'. This helps to develop children's communication and language skills.
- The childminder gains information from parents and observes and assesses children to establish what they know and can do. For example, she completes the progress check for children at age two. She records children's starting points and tracks their progress to help inform her curriculum to further children's learning. As a result, all children make good progress.
- Parents are happy with the care their children receive. They feel reassured as they receive daily updates about what their children are doing. In addition to this, the childminder provides parents with a developmental record every six months. Parents comment about how supportive and friendly the childminder is; they are pleased with the progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of safeguarding. She knows the signs and symptoms that may indicate a child's welfare is at risk of harm or neglect. The childminder knows how to report concerns to the relevant local safeguarding partners, including if an allegation has been made against her or another adult living or working in the household. She shows a good understanding of a variety of safeguarding issues and the appropriate procedure to follow. The childminder teaches children to keep themselves safe while in her care. For example, children learn what to do if there is a fire. She completes daily risk assessments to ensure children are continuously safe.

What does the setting need to do to improve?

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

- focus more on helping children who are less likely to concentrate during activities, to enhance their attention and learning even further
- focus development on further strengthening the good quality of teaching, to ensure that all children are fully challenged by the activities they undertake.

Setting details

Unique reference number	EY243732
Local authority	Hertfordshire
Inspection number	10234685
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 10
Total number of places	3
Number of children on roll	8
Date of previous inspection	15 December 2016

Information about this early years setting

The childminder was registered in 2003 and lives in Bushey. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Julia Maynard

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector viewed the areas of the childminder's home that children use.
- A range of documents relevant to the childminder's work were viewed by the inspector.
- The inspector took account of parents' written views about the service that the childminder provides.
- The children spoke to the inspector during their play.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022