

Childminder report

Inspection date: 20 June 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 have interesting and enjoyable days with the childminder and her assistant. They regularly go on outings to the farm, the parks and the local playgroups. The childminder works closely with her assistant, which helps to ensure consistency of care for the children. Children form warm relationships with them and show their affection for them, giving them frequent cuddles. The childminder is a very good role model, treating children with kindness and respect. Children show that they feel safe, happy and settled in her home. They are confident to freely explore the wide range of toys and resources. For example, children enthusiastically dress up as princesses, enjoying the wealth of role-play resources available. They serve each other with play food and say 'thank you very much'.

The childminder encourages children to be kind to each other and share resources. Parents comment positively about how the childminder encourages 'fairness, kindness and good manners'. Older children are very supportive and play cooperatively with the younger children. The childminder gives them lots of praise, which boosts their confidence and self-esteem. Children quickly become familiar with the daily routines. They confidently make choices about what they want to play with. Children learn to count and use mathematical language as they play. They take part in a range of activities that supports their early writing skills. Older children learn letter names and sounds. They are developing a range of skills to help prepare them for school.

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

- The childminder is well qualified and experienced and clearly enjoys her role. Together with her assistant, they reflect on and evaluate their practice. The childminder often meets other childminders to share information and ideas. She keeps her knowledge up to date through mandatory training and attends other relevant courses such as supporting children with special educational needs and/or disabilities.
- Children take part in seasonal activities such as seeing the baby lambs at the farm in the spring. They choose their own pumpkins in the autumn and learn how to carve them. Children gather potatoes to eat at home. This helps them to develop their understanding of the wider world and where their food comes from.
- Parents describe the childminder as 'brilliant'. They say her home is a 'safe and happy place'. Parents appreciate the healthy meals the childminder provides for their children. They say that communication is fantastic and that they enjoy seeing the photos the childminder sends to them of their children during the day. Parents comment their children have made great friendships and have

learned a lot during their time with the childminder and her assistant.

- Children quickly develop early literacy skills and an appreciation of books. They choose their own books, which are easily accessible. Children join in with friends to talk about what is happening in the pictures. They enjoy listening to stories. The childminder then asks questions to develop their thinking skills. For example, when listening to the story of 'The Gruffalo', she asks them about the animals they have at home.
- The childminder is fully aware of the impact that the COVID-19 pandemic has had on children in her care. She plans various activities to help develop the areas where children need more support. The childminder continually talks to children, modelling language to extend their vocabulary. She engages them in conversation as they play. For example, she reminds children of past events and asks them to tell each other about their holidays.
- Children follow good hygiene routines. They rest when needed and have daily opportunities for fresh air and exercise outdoors in the childminder's large and well-equipped garden. The childminder takes children to local parks and soft-play centres. They learn to take manageable risks and experience challenge in their play. Children enjoy eating fruit at snack time and thoroughly enjoy the healthy and home-cooked meals that the childminder provides.
- The childminder and her assistant know the children extremely well. They make regular assessments of children's learning and development. This helps them to build on what children already know and can do. However, occasionally, the childminder does not ensure that the activity is matched to the abilities of all the children taking part. Some activities are too complex for the younger children, and they lose interest as a result.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their role in safeguarding children. They are confident of the procedures to follow should they have any concerns about a child in their care. The childminder attends training courses and keeps her knowledge of safeguarding legislation and procedures up to date. She carries out thorough risk assessments of all aspects of her provision. The childminder supervises her assistant well and ensures that he has the relevant skills to keep children safe. Children develop a good awareness of keeping themselves safe through daily routines. For example, they help to tidy away the toys so that they do not trip over them.

What does the setting need to do to improve?

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

- develop a sharper focus on planning to ensure that the needs and

developmental stages of all children are supported to ensure that they remain highly engaged and focused in their learning.

Setting details

Unique reference number	EY249288
Local authority	Hertfordshire
Inspection number	10289219
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 6
Total number of places	12
Number of children on roll	10
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered in 2003 and lives in Potters Bar, Hertfordshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and works with 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 the childminder 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.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- 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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