

Childminder report

Inspection date: 23 February 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 are happy, secure and confident with the childminder. They are curious and motivated to explore and learn. Children investigate the toys available in a variety of different ways. They are independent and have opportunities to make their own decisions about what they would like to play with. Children use their imaginations as they play with the role play kitchen. They make pretend cups of tea and serve pieces of cake for the childminder and visitors. Children's behaviour is good. They are respectful of the childminder and their friends. Children are acquiring the skills they need for future learning. Children form good relationships with the childminder. She is supportive and nurturing, and promotes children's well-being.

Children follow good hygiene procedures. For example, they know to wash their hands before eating and after they have been to the toilet. Children are learning to be independent through tasks such as helping to tidy away their toys. They develop their language skills when listening to stories. Children look at the pictures and describe what is going to happen next. They count the animals and insects in the story. Children are being introduced to numbers and mathematical concepts.

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

- The childminder has a sequenced curriculum that builds on what children already know and can do. She carries out regular checks of their development and discusses their progress with their parents. She identifies what the children need to learn next and skilfully plans activities based on the children's interests. This keeps them wonderfully engaged and excited to learn.
- The childminder is skilful at adapting the activities she provides to benefit the different ages of children in her care. For example, when discussing animals, older children say what animals they are and count them. Younger children practise making the animal noises.
- Parents are happy with the care the childminder provides. They find her to be kind and compassionate. The childminder communicates with parents about the children's activities throughout the day and their learning and development. The childminder works closely with parents to settle-in new children and establish what they already know.
- The childminder introduces numbers and mathematical concepts throughout the activities on offer. For example, when playing a fishing game she encourages the children to match and count the number of cards and fish they have.
- Children are encouraged to be independent. Children choose what stories and games they want to play with. They excitedly tidy away the toys so they can play with their next chosen activities.
- Children develop their language skills. They respond positively to the childminder

as they listen to stories. The childminder describes the illustrations on the page and encourages the children to state who the characters are. The childminder skilfully reinforces children's language development by repeating sentences back to them, so they learn the correct pronunciation. She patiently listens to children ensuring that they have time to think and answer during discussions.

- Children behave well and are learning to manage their emotions. They are engaged in their learning and are respectful. Children say 'please' and 'thank you' and are aware of the childminder's expectations. However, there are occasions when children become frustrated and forget the rules and boundaries. The childminder does address this, but at times uses complicated sentences to explain what they have done wrong. This results in children not fully understanding the childminder's meaning.
- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to the local parks and zoo, where they talk about the animals and how to take care of them. Children are learning about nature and the world around them. Children attend playgroups where they learn to be sociable, share and build their confidence.
- The childminder regularly reflects on her provision. She works closely with other childminders, sharing ideas and new initiatives. The childminder has kept herself up to date with current legislation.
- The childminder works closely with other professionals. She communicates and shares children's next steps and developmental reports with the local schools and nurseries that children attend. The childminder works hard to ensure that there is consistency of care and education. She knows where to seek support and advice if a child is falling behind their developmental milestones.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of wider safeguarding issues, such as the risk of exposure to extreme views and behaviour. The childminder has policies in place to follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or a member of her household.

What does the setting need to do to improve?

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

- simplify the language used when explaining to children the rules and boundaries of the setting.

Setting details

Unique reference number	EY255880
Local authority	Hertfordshire
Inspection number	10264584
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 June 2017

Information about this early years setting

The childminder registered in 2003 and lives in Waltham Cross, Hertfordshire. She operates all year round, from 7am to 6.15pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hilda Miller

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 provider.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the childminder interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The childminder shared a sample of documents with the inspector. This included evidence about the suitability of those living on the premises.
- The inspector took account of the views of parents from the 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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