

Childminder report

Inspection date: 30 September 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is passionate about her role and creates a home-from-home setting, which children enjoy attending. Children are happy and separate from parents with ease. They have access to a wide range of toys and resources, becoming immediately engaged in activities of their choosing. The childminder knows the children well. They form strong attachments with her. This helps children to feel safe and secure in her care. Children are happy for visitors to be in the home, confident that the childminder is close by.

Children are learning to be independent. They drink from a cup, pouring the water themselves. Later, they dress up in costumes independently. They use trial and error methods to step into a bunny costume. When they become stuck, the childminder explains to the children that the elastic has stretched too far and needs fixing. They explore the elastic together, working out what has happened to it, developing children's thinking skills.

Children behave well. The childminder has clear rules for the home. She ensures that the rules are age-appropriate and manageable for all children. Children understand them and know how to follow them. Younger children are gently reminded of the rules throughout the day, particularly at tidy-up time, and are happy to help the childminder.

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

- The childminder creates an environment that supports children's communication and language development. She speaks to them clearly and holds eye contact to ensure that children are listening. The childminder narrates activities. This provides more opportunities for children to hear spoken English language. Children learn the art of conversation, taking it in turns to talk to and listen to the childminder. The childminder introduces describing words, such as 'dripping'. This promotes a wider vocabulary for the most able children.
- Children make good progress at the childminder's setting. The childminder knows the children well and follows their interests and individual choices. The childminder has good child development knowledge and observes children throughout their day. However, she does not always link next steps in children's learning to observations and child development knowledge. This does not support children to make the highest levels of progress.
- Children learn about creating their own healthy lifestyles. Activities linked to oral hygiene allow children to explore equipment found at the dentist's. They use toothbrushes and toothpaste to practise their teeth-brushing skills. Children have access to fresh air each day. They regularly go on nature walks in the local area, observing the changes in seasons. At the local park, they have opportunities to

take risks climbing on the rocks.

- The childminder sequences children's learning. This ensures that they have the necessary skills they need for the next step in their learning. For example, children use different-sized scoops in the sand. Using the scoops, children try to fill the mould without spilling it over the sides. This builds children's hand-eye coordination skills. Later, children make marks in the sand with their fingers, starting to make marks. This develops the skills needed for early writing.
- Parents speak highly of the childminder and the relationships she creates with their children. They speak of children thriving in the home-from-home setting. Parents are aware that their children make good progress at the setting. Parents highly recommend the childminder to others. Communication with parents is effective.
- Children revisit previous learning and experiences and the childminder uses new activities to extend children's learning. For example, children talk about the animals they saw at a recent visit to the zoo. They discuss the butterflies landing on their arms. This prompts discussion about all the animals they saw. They identify the animals in the sand moulds, filling them and talking about how they look.
- The childminder reflects on her practice. She strives to create a good environment for children to learn in. She regularly attends training and is quick to embed any learning into her own practice. This supports the childminder's ongoing development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of the signs and symptoms of abuse and understands the recording procedures. The childminder understands her responsibilities and knows who she must report concerns to. The childminder is knowledgeable about when she must report allegations against her or her family and is confident to do so. Regular training is completed by the childminder, which ensures that her knowledge of wider issues in society, such as county lines, is kept up to date. The childminder has a robust safeguarding policy.

What does the setting need to do to improve?

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

- use observations and child development knowledge more effectively to create next steps in children's learning, to help them make even greater progress.

Setting details

Unique reference number	EY258146
Local authority	Hertfordshire
Inspection number	10234714
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 October 2016

Information about this early years setting

The childminder was registered in 2003 and lives in Abbots Langley. She operates Monday, Wednesday and Friday, all year round from 8.30am to 5pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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