

Childminder report

Inspection date: 16 January 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 and settled in this nurturing environment. New children settle quickly and respond well to the childminder's caring and attentive nature. They form secure attachments that make them feel safe and secure. Children show positive attitudes towards their learning. They are motivated and engage well with the childminder. She plays alongside the children and interacts positively with them.

Children enjoy learning about the weather. They eagerly look out the window and talk about the clouds they can see. They use descriptive words, such as 'shiny', to describe what the sun looks like. Children develop early understanding of mathematics. They learn to count blocks as they build a tower with coloured bricks. Children learn to manipulate puzzles to fit them together, which helps them to understand shape and size.

Children behave extremely well. The childminder acts as a positive role model and supports children to take turns and share resources. Children learn to be kind to one another. They understand routines and follow instructions. They willingly help the childminder tidy toys away ready for lunchtime. Children receive regular praise for their achievements, which helps to raise their self-esteem and confidence.

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

- The childminder works closely with parents to find out what children can do when they first start. This helps her to plan a well-sequenced curriculum. Children are supported to build on their knowledge and make good progress in their learning and development.
- Children's communication and language are promoted well. The childminder provides a constant dialogue to the children as they play. She continually introduces new language to the children. They learn new words, such as 'tortoise', and begin to link words to pictures on flash cards. Children develop a love of books. The childminder reads stories with animation. She asks questions to increase children's understanding and develop their communication skills.
- The childminder provides a range of activities that engage the children. For example, children enjoying being creative as they make marks with crayons. Children learn to use tools for a purpose. They use spatulas to spread glue and stick weather shapes onto paper. Occasionally, the childminder does not ensure that all children can access the activity freely, which hinders some children's involvement and learning.
- The childminder offers a wide range of activities outside of the home. Children enjoy trips to the local pond to feed the ducks, visits to the zoo and to soft-play centres. These help to build on children's understanding of the world. The

childminder works closely with other childminders and they have days out together. This helps children to develop their confidence and social skills as they interact with other children.

- Children are supported to follow self-care routines. They clean their hands before eating and they are beginning to develop an awareness of their physical needs, such as toileting. Sometimes, the childminder completes tasks for the children, such as wiping their nose, when they would benefit from learning to do these themselves.
- The childminder builds positive relationships with families. She works closely with the parents to identify any further support for children with special educational needs and or disabilities. For example, she signposts parents to speech and language support and provides advice on sleep routines. Parents say, 'We could not ask for a better childminder.'
- The childminder works closely with other settings that the children attend. She shares learning goals and works together with them to support children to achieve their next steps. Important information is shared to ensure the continuity of care for children.
- The childminder understands her responsibilities and the importance of keeping her skills and knowledge up to date. She completes all mandatory training, such as first aid and safeguarding. However, she has not identified further professional development opportunities to build on this, to raise the level of teaching further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good awareness of the signs and symptoms of potential abuse and/or neglect. This includes the potential risks to children with regards to radicalisation and extremism. The childminder has clear reporting procedures in place if she has concerns about the welfare of a child. She carries out daily risk assessments to minimise hazards in the setting. The childminder takes every opportunity to promote children's understanding of safety when out and about. For example, children learn how to cross the road when walking to school, and older children know not to walk too far ahead.

What does the setting need to do to improve?

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

- consider the organisation of planned activities to ensure all children are able to participate fully
- provide more consistent opportunities for children to practise their self-care skills
- identify professional development opportunities to strengthen existing knowledge, to enhance the quality of education.

Setting details

Unique reference number	EY260837
Local authority	Hertfordshire
Inspection number	10263363
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 April 2017

Information about this early years setting

The childminder registered in 2003 and lives in Hemel Hempstead. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation of a planned activity.
- The inspector looked at relevant documentation. This included evidence of staff suitability, safeguarding documents and training records.
- The inspector took account of written feedback provided by parents.

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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