

Childminder report

Inspection date:

5 September 2024

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 are happy and settled in this warm and nurturing environment. The experienced childminder provides a range of engaging activities that promote children's development across multiple areas. Children delight during a music and movement session. They respond positively to instructions from songs, such as 'freeze,' 'twirl,' and 'jump', which supports their listening skills and physical development. The childminder uses a 'Green Light, Red Light' game to teach children about boundaries. Children learn to stop and go on the corresponding lights. This supports children to understand and manage risk, both within the setting and in the community.

The childminder has high expectations for children's behaviour and acts as a good role model to support positive behaviour. Children learn to look after their environment as they work as a team to tidy away toys. The childminder sings a familiar 'tidy up' song to help children carry out the task. Children receive plenty of praise when they have completed the task which helps to build on their self-esteem. The childminder works effectively with her co-minder, managing routines and transitions smoothly throughout the day to keep children settled, safe, and secure, with a clear focus on their welfare.

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

- The childminder provides a curriculum that is planned to meet the learning needs of children. She knows the children well and implements appropriate next steps to help children build on their knowledge and skills. Activities are tailored to reflect children's interests, promoting a positive attitude towards learning.
- The childminder maintains a safe environment for children to play and learn. She conducts regular risk assessments and ensures that outdoor areas are free from hazards before children go outside to play. The childminder supports children to use digital technology responsibly. She encourages open communication, ensuring children feel comfortable discussing anything they see online or any concerns.
- Children's care routines are managed with great care and respect. The childminder interacts warmly with them, when supporting children to wash their hands. She is very attentive to their needs, noticing when they need their faces wiping or they are ready for a nap. As a result, children remain calm and content during these moments, which helps to support their emotional security and well-being.
- Children are well supported as they move to the next stage of their education. The childminder helps children to transition with plenty of conversations about preparing for school. She focuses on skills they need to be independent, such as toileting and self-care. The childminder creates transition reports to share key

information with other settings that children attend. This supports children's progress and ensures they receive a holistic approach, and their needs are fully understood.

- Children are developing their language skills as the childminder engages them in conversation throughout the day, asking them questions to help extend their knowledge and allowing time for them to answer. For example, she asks questions to children about their new sibling, soon to arrive. While books are available in the play areas, they are not always easily accessible to encourage children to explore them independently to develop a love of reading.
- Parent partnerships are well established. The childminder promotes continuity of care by sharing children's progress and next steps with parents. She promotes ideas on how to support children's learning at home, providing activities and games for children to take home. Parents speak highly of the childminder, praising her flexibility to meet the needs of families and genuine care and attention given to the children.
- The childminder and her co-childminder work together effectively. Regular communication ensures that routines run smoothly to support the needs of the children. She reviews her practice and obtains feedback from parents through questionnaires. The childminder ensures that she keeps her mandatory training up to date. However, she does not focus on her professional development to continually build on the already good-quality practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how to make books accessible so that children can freely choose and explore them, promoting a love of reading
- build on professional development opportunities to enhance knowledge and develop teaching skills.

Setting details

Unique reference number	EY262946
Local authority	Hertfordshire
Inspection number	10351863
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 October 2018

Information about this early years setting

The childminder registered in 2004 and lives in St Albans, in Hertfordshire. She operates all year round, from 8am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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, and discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, and safeguarding documents.
- 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.

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 2024