

Childminder report

Inspection date: 28 June 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

The childminder has a strong knowledge of the children in her care. She plans interesting learning opportunities that are based on the children's interests. She recognises the various stages of learning young children go through and this helps her to identify appropriate next steps for children in their learning and development.

The childminder helps children to build their imagination successfully. She provides rich opportunities for them to take on different roles in their play. For instance, children pretend to be doctors. The childminder takes a turn in this role as well, talking to children about what doctors do and why they use the various equipment. This positive role modelling helps children to develop their understanding of different professions and build on their imaginary play experiences more purposefully.

The childminder supports children to interact positively with one another. She reminds them to ask for things politely and children recognise that this is a kind way to speak to one another. Young toddlers enjoy playing peek-a-boo games with the childminder. They giggle with delight as the childminder builds a sense of anticipation as she interacts with them. Older children build their social interactions when they attend groups with the childminder, learning to interact confidently with a wider group of people.

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

- The childminder encourages children to try to complete tasks for themselves, for instance, peeling the paper from stickers independently. Children enjoy being outside and the childminder uses this to provide opportunities for challenge. For example, she encourages children to climb up to the slide without help, monitoring them closely to ensure that they remain safe. This develops children's ability to become resilient and take risks safely.
- Children demonstrate a strong understanding of mathematical concepts. They accurately count the correct number of coins when pretending to be a shop keeper, pointing to each coin in turn as they count. They are able to name different shapes confidently when the childminder asks them. The childminder repeats relevant language back to children to ensure that they remember this information, for instance, when she talks to them about the sizes of different shapes.
- The childminder follows children's lead during activities. She provides them with opportunities to explore creative activities that interest them. The childminder holds relevant discussions with the children as they explore. However, she does not consistently provide children with opportunities to think about solutions to

problems, or discover why things do not work for themselves. For instance, when children want to use white crayons on white paper, the childminder quickly tells them this will not work, without allowing them to explore what happens for themselves.

- Children's communication and language development is important to the childminder. She talks to children throughout the day, encouraging them to recall information about things that are important to them. For instance, she holds discussions with children about the holiday they have been on. The childminder uses a range of questions to promote discussion, encouraging children to extend their conversations further. The childminder babbles and uses simple language to the youngest children who attend as they begin to learn to use their voices to communicate.
- The childminder has completed a wide range of training since her last inspection. She has focused her training on developing her knowledge of areas which are relevant to the children who attend. She uses the training that she has completed effectively to help her build her positive interactions with children even further.
- The childminder works well with other professionals such as teachers at other settings children attend. She holds regular discussions regarding the children, sharing important messages and feedback with parents. The childminder considers what children are learning at their other settings, and she uses this information in her planning. This helps to build on what children are learning elsewhere.
- Parents are happy with the care the childminder provides. They find her communication effective and feel well informed about their children's progress. The childminder gathers information from parents about what children do when they are not with her and this helps her to talk to children about what they have done at home when she sees them next.

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:

- provide children with consistent opportunities to build their problem solving skills and discover effective solutions to challenges.

Setting details

Unique reference number	EY265919
Local authority	Hertfordshire
Inspection number	10339194
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2003. She operates all year round from 7.30am to 6pm on a Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Hardy

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 childminder.
- The childminder showed the inspector the areas of the premises used for childminding and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including how their early years foundation stage curriculum is organised.
- Children spoke to, and interacted with, the inspector during the inspection.
- The inspector viewed written feedback from parents and considered their views of the childminder's provision.
- 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.

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