

Childminder report

Inspection date: 27 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children show they feel happy and safe with the childminder. They form very strong attachments with her and with each other. Older children are very supportive and play cooperatively with the younger children. They can freely access the indoor and outdoor play areas that have a wide range of exciting resources available. Children often choose to play in the role-play shop, taking turns to be the shopkeeper.

Children's health and well-being are given high priority. The childminder supports them in understanding their feelings and emotions. She talks to them about the impact their behaviour has on others. Children are beginning to show care and concern for their friends. For example, they comfort each other if they become upset. Children warmly welcome visitors, and demonstrate their good communication skills as they talk to each other and adults.

Children have interesting, enjoyable days with the childminder. They often go on outings, such as walking in the woods or playing in the park. They enjoy their rides on the bus and train to interesting places, including a museum and castle. They have fun as they learn, and are eager to try new things. For example, they have great fun flying their kites on the downs.

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

- Children make good progress in their learning and development. They gain the skills they will need when they go on to school. For example, they make decisions about their play, learn to manage their own personal care needs and quickly become independent. Children behave well and are confident and sociable.
- Children develop their small-muscle skills well. They show very good control and coordination as they use crayons to colour the animals in their pictures. They confidently use glue spreaders to stick paper on their collage. The childminder displays children's work around her house, which helps to raise their self-esteem.
- Children have many opportunities to mix with other children and adults. For example, they regularly visit local playgroups, where they gain confidence and develop good social skills. They enjoy attending local events, such as the nativity play at church. The childminder makes good use of the library to widen children's experiences of the community where they live.
- The childminder gets to know the children very well. She takes very special care to meet children's individual needs. For example, children with dietary requirements are exceptionally well supported. The childminder accommodates their special diets and helps children to know what foods they can safely eat.

- The childminder encourages children to have healthy lifestyles. They enjoy healthy meals, rest when needed and have daily opportunities for physical play in the fresh air. They play outside in all weathers and love to splash in the muddy puddles. They make dens and climb over logs in the woods. The childminder takes children to the park and soft-play centre. These activities help them to learn to take manageable risks and experience challenge in their play.
- The childminder continually strives to improve her knowledge and skills. She regularly meets with other childminders to share good-practice ideas. The childminder seeks the views of parents and children about her provision. She uses their comments to help her to identify further ways to improve her setting. Parents speak very highly of the childminder and of the support she gives to them as a family.
- The childminder regularly reviews the progress children are making. This helps her to identify any gaps in their development and their next steps for learning. However, she does not consistently gather enough information about children's capabilities when they first start, in order to inform their starting points in learning and monitor their progress more precisely.
- Children develop a love of books, stories and songs. These activities help them to build on their language and communication skills. However, the childminder does not consistently provide children with opportunities to learn about letters and the sounds they make, in order to further extend their early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of the safeguarding procedures to follow should she have any concerns about children's welfare. She keeps her knowledge up to date by attending training courses, online training and research. She is aware of the signs and symptoms in relation to child protection and wider safeguarding issues, such as the 'Prevent' duty. The childminder has detailed safeguarding policies and procedures in place. She shares these with parents and explains her role in keeping children safe. The childminder supervises children well. She helps them to keep themselves safe, such as when crossing roads.

What does the setting need to do to improve?

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

- gather more detailed information about children's capabilities when they first start, in order to inform their starting points in learning, and monitor their progress more precisely
- provide children with more opportunities to learn about letters and the sounds they make to further extend their early literacy skills and help to prepare them for their future learning.

Setting details

Unique reference number	EY279319
Local authority	Hertfordshire
Inspection number	10127116
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 2004 and lives in Hemel Hempstead. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector took account of the views of parents from written feedback provided.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living on the premises.

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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