

Childminder report

Inspection date:

5 September 2024

Overall effectiveness	Good
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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 build secure bonds with the childminder. He is calm and nurturing through his interactions, providing a relaxed environment that supports children to feel safe and secure. Children form positive relationships with their peers and play alongside each other well, sharing and taking turns. The childminder works collaboratively with his co-childminder to ensure a smooth daily routine for children. He shows respect to children when attending to their care needs and a good awareness of when they need rest and food. This fully supports children's well-being.

The childminder provides a well-considered curriculum, which aligns with children's interests. He integrates all areas of learning through a range of experiences. Children enjoy frequent trips to the local park, helping them to build on their physical development, and develop a love for nature as they seek out bugs and insects in the garden. Regular visits to playgroups help children to build on their social interactions and confidence. The childminder actively engages parents in their children's learning by maintaining a two-way flow of information and encouraging learning activities at home. These experiences enhance children's development in a broad and balanced way and help them to make good progress in their learning and development.

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

- The childminder has a clear understanding of what children need to learn and identifies clear next steps and activities to support this. For example, he identifies that children need support to build their understanding of turn taking and sharing and implements this through games. Sometimes, planning does not always take into account the unique learning needs of children. This means that some children are not fully engaged during these activities.
- The childminder supports children to build on their understanding of mathematics, appropriate to their age and stage of development. He weaves counting through his interactions as they count resources, such as, building blocks. Children begin to understand the concept of size as they talk about big pieces of fruit and small pieces of fruit they are eating. This helps children to build on the foundations they need for the next stage of their learning.
- Children are provided with plenty of opportunities to build on their independence. The childminder encourages children to carry out tasks independently, such as putting on their shoes and fastening their highchair straps. Children are guided through self-care routines such as washing hands before snacks and after outdoor play. The childminder provides plenty of encouragement and praise as children become more independent, helping to raise their confidence in their abilities.
- Children are encouraged to make healthy lifestyle choices. The childminder

promotes healthy eating habits by offering healthy snacks and discusses the benefits of different food choices. The childminder also educates the children on the importance of oral health and hygiene practice, as they discuss how to brush their teeth to keep them clean.

- Children show high levels of respect for their environment. They learn about the importance of tidying up toys to maintain a safe environment and understand how to assess risks within their surroundings. Children listen and respond well to instructions at tidy up time, which supports them to understand expectations of behaviour.
- Children who speak English as an additional language are well supported. The childminder is proactive in learning key words in the children's home languages and embeds them into daily communication to promote children's understanding and communication. The childminder celebrates each child's unique background with a range of cultural events, helping children to understand and appreciate diversity.
- The childminder demonstrates a thorough understanding of safeguarding practice and procedures and understands the correct protocols for reporting any concerns about a child's welfare. He ensures that all mandatory training is kept up to date. However, the childminder does not always consider further opportunities to build on his continuous professional development to continually build on the 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 the planning and how this can better reflect each child's unique learning needs to promote their full engagement
- build on continuous professional development opportunities to enhance teaching and practice to support children's learning and development even further.

Setting details

Unique reference number	EY294077
Local authority	Hertfordshire
Inspection number	10351864
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. He 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. He 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. He 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.

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