

# Childminder report

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Inspection date: 15 May 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The young children the childminder currently cares for demonstrate they feel happy and secure in her care. They develop strong attachments to the childminder and seek her out for cuddles and reassurance. Children enjoy sharing books with the childminder and point to pictures and are beginning to use words in response to her questions. Children also enjoy looking at books by themselves, they handle them carefully and return them to the basket once they have finished.

Children immerse themselves in exploration and activity. They learn how to make toys work by pressing buttons. Children repeat their actions and watch with wonder what happens. They learn about space and shape as they persevere with fixing train track together. The childminder helps children to work out which trains will go round their track and which ones are too big. Activities such as this successfully introduce children to early mathematics. The childminder uses clear words and simple sentences to describe what children are doing. This introduces them to new vocabulary to support their developing speech and language skills. Children are learning how to share and play cooperatively, and their behaviour is good.

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

- The childminder gets to know children well when they start at her setting. She finds out what they can already do and what experiences they have at home. The childminder is aware of where children are in their development. She observes them closely and uses her observations and assessments to identify what children need to learn next. The childminder quickly notices where there are gaps in children's learning. She discusses her concerns with parents, and they work on the same strategies to help children catch up.
- Children are developing good independence skills. The childminder gives them specific jobs to do, such as when tidying up. Children follow her clear instructions and put the toys into the relevant boxes. Children relish the nutritious food the childminder provides, and use cutlery with ease to feed themselves.
- Parents speak positively about the childminder. They say their children are very happy to attend her setting and are making good progress. Parents say children enjoy the wide range of activities and outings that the childminder provides for them.
- Children benefit from a wide range of outdoor activities and experiences. They visit parks and farms with the childminder. Children enjoy learning about animals and practise using their physical skills as they climb and balance on playground equipment. The childminder uses her balcony and communal garden to extend the learning opportunities available for children.

- The childminder provides activities for children on many different levels. She understands the importance of children developing strong core muscles to support their ongoing development. The childminder encourages children to squat and kneel, and they enjoy laying down on the floor to push cars around.
- Young children are learning how to use paint and crayons to make marks. They know how to hold crayons and choose the colours they want to use. The childminder explains how she helps older children to gain skills they need for moving on to school. For example, they develop their creativity through craft activities. Playing board games with the childminder enables children to practise counting and recognising numbers.
- The childminder has strong links with other childminders. They meet together regularly, and this provides the childminder with opportunities to hold professional discussions with others. She undertakes statutory training, such as on many aspects of safeguarding. The childminder talks about how new knowledge impacts on her practice and skills. However, she does not routinely identify and use professional development opportunities to further extend her teaching skills and knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of safeguarding. She knows how to recognise any signs that children may be at risk of harm or extremist behaviour. The childminder knows how to contact relevant agencies in her local area, to seek advice or to make referrals. She has a clear safeguarding policy in place which she uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date. She regularly risk assesses her home and considers which local parks to use so children can play safely.

## What does the setting need to do to improve?

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

- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY302058                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10285551                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 10 October 2017                                                                   |

## Information about this early years setting

The childminder registered in 2005 and lives in St. Albans. She operates her provision all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jill Hardaker

### 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 her and has taken that into account in her evaluation of the setting.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took account of the views of parents and discussed the childminder's reflections of her practice with her.

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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