

Childminder report

Inspection date: 28 October 2024

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 that they feel very happy and secure in the nurturing childminder's care. They confidently introduce themselves to the inspector and show a strong sense of belonging. Children make independent decisions of where and what they would like to play with. The childminder knows children very well. She plans an ambitious curriculum with engaging activities that spark children's curiosity and wonder. For example, she encourages them to explore the insides of miniature pumpkins and challenges them to predict which tool will work best to scoop out the seeds. Children learn to solve mathematical problems by dividing the pumpkins equally so that everyone receives the same amount.

The childminder has high expectations of children. She teaches them the importance of following instructions to keep themselves safe and to respect their environment. Children know to sit and wait patiently for their turn to wash their hands and eagerly help to tidy away what they have finished playing with. The childminder helps children develop a love for books through daily reading. She introduces children to rhyme and alliteration to promote their literacy skills. Children benefit from outings to a nature reserve that enables them to immerse themselves in the natural world. They close their eyes to listen to environmental sounds and act out their favourite stories. Children are independent for their young age. They confidently manage to put on their outer clothing before playing outdoors and manage their personal needs with minimal support.

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

- The childminder places a strong emphasis on supporting children's communication and language skills. She consistently speaks to children clearly and sensitively supports their pronunciation of words as she repeats words back to them correctly. The childminder invests time in truly listening to what children have to say. This results in meaningful conversations that enables children to express their ideas and wishes. For example, they frequently ask the childminder to play them their favourite songs on the Bluetooth speaker. They confidently sing out loud and demonstrate the actions to others. Children demonstrate a real thirst for speaking. The childminder's skilful questioning prompts children to recall past experiences. They use complex sentences to express what they have previously learnt. This helps to embed knowledge.
- The childminder plans learning opportunities that consistently embrace children's evolving interests and enables them to be in control of their own learning. Her positive interactions support children to develop the skills to be strong capable learners. She uses her observations of children's development and discussions with children's parents to find out precisely what children know and can do. The childminder uses this information well to ensure that activities support children

to learn what they need to next. As a result, children are highly engaged in their play. They make good developmental progress through a sequenced curriculum designed to help them reach their full potential.

- The childminder works in close partnership with parents. She keeps them fully informed of their achievements and ideas to aid their learning at home. Parents comment how their 'children love attending' and describe the childminder as 'fantastic'. However, the childminder is not as successful in developing working partnership with other settings that children attend. This means that children who attend other settings lack consistency in their learning.
- Children's behaviour is good and appropriate to their stage of development. They enjoy each other's company and show friendly respectful relationships. At times, when minor disagreements occur the childminder calmly supports children to understand their own and other's feelings to prepare them to regulate their own behaviour.
- The childminder promotes children's health. She offers daily access to the outdoors and children show a keenness to play in the fresh air in all weathers. Children enjoy jumping in puddles and develop good control and coordination as they kick balls backwards and forwards to each other. Visits to local parks enables children to develop strength and stamina as they use large apparatus. Children benefit from nutritionally balanced home-cooked meals that introduces them to a wide range of tastes and textures.
- The childminder belongs to an online childminder forum. They share ideas and examples of good practice together. The childminder is a member of a professional organisation and has attended some training, such as food hygiene and online webinars since her last inspection. However, she has not yet planned focused professional development to ensure that her knowledge and practice are continuously built on and improved over time. Despite this, she works in partnership with any assistants she works with to help extend their use of sign language with children. They regularly take time to reflect on their 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:

- develop partnerships with other settings that children attend to support continuity in their learning and development
- strengthen the programme of professional development to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY305106
Local authority	Hertfordshire
Inspection number	10355050
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 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2005. She operates from 8.00am until 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder works with an assistant, both hold appropriate childcare qualifications at level 3. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder, and spoke to children at appropriate times during the inspection.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written feedback provided.

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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