

Childminder report

Inspection date: 27 February 2023

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

The provision is good

Children arrive happy at the childminder's setting, ready for their day to start. They settle quickly and become engaged in activities in the playroom. Children welcome visitors into the setting, demonstrating that they feel safe and secure. The setting has a real home-from-home feeling. As children arrive, they excitedly talk to the childminder about their weekend and what they have been up to. The childminder shows clear interest and asks questions while children proudly answer. Children create solid relationships with their peers. They actively seek each other out to play with and enjoy sharing stories with each other.

The childminder has clear rules and values in the setting. Children have a good understanding of the childminder's expectations of their behaviour. From a young age, children develop their independence skills. Younger babies feed themselves with a spoon and wash their own faces after dinner. Older children manage their own personal hygiene and understand the importance of washing their hands at mealtimes. Children have a good understanding of the routine within the childminder's home. They know that each morning they welcome each other into the home with a song. This gives them all a real sense of belonging to the setting.

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

- Children learn about the world around them in a variety of ways. Children help to feed the on-site animals during the summer months. They talk about the food they may need and how they can help look after them. During play, children talk about the similarities and differences they see in each other. The childminder encourages children to be inquisitive and ask questions. This develops their understanding of the world.
- School transitions are well supported by the childminder. She completes transition documents to share information with teachers about children's learning and development, as well as their personality traits and learning styles. In conjunction with the setting she is attached to, the childminder invites teachers in to meet children in an environment they are comfortable in. This supports children to have smooth transitions.
- The childminder works closely with other settings that children may attend. Through regular contact and sharing of information, children are consistently well supported in their learning and development across both settings. Parents praise the communication regarding their children and can see the positive impact this has on them.
- Children enjoy exploring activities, and the childminder uses their natural curiosity to attract them to activities. The childminder regularly tracks children's development. She uses their interests to create activities that provide opportunities for children to close the gaps in their learning. Children enjoy

accessing new experiences. However, the childminder does not always allow children time to predict what might happen when experimenting with new ideas.

- The childminder recognises the impact of the COVID-19 pandemic on children. She worked hard over the lockdown period to provide resources, videos and challenges for children to complete at home. The childminder recognised the impact this period had on parents as well as children. Following this time, the childminder adapted her settling-in process to allow parents and children to lead the process. This ensures enough time is taken for children to feel at ease.
- Parents speak very highly of the childminder and her friendly and accommodating nature. They say their children are happy to attend the childminder's setting and know they make good progress in her care. Parents enjoy the information they receive about their child's day. They use this as starting points to talk to their children and continue their learning at home.
- The childminder regularly reflects on her setting. She works with parents to gain feedback and gather their thoughts and feelings. This helps her to enhance the opportunities she provides for children.
- The childminder works closely with another childminder, her assistants and a childcare setting. Together, they regularly reflect on practice and look for training opportunities to enhance the experiences available for children. The childminder's assistants feel very well supported and enjoy working alongside the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of how to keep children safe and protect them from harm. The childminder understands the wider issues in society that can have an impact on children and is confident to record and report any concerns she may have. The childminder knows the steps she must take if an allegation is made against herself and understands the impact on herself and her assistants. The childminder completes daily risks assessments on the setting to ensure it is safe for children to access. She regularly attends training to keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

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

- develop opportunities for children to make predictions as they explore activities and test their ideas.

Setting details

Unique reference number	EY309382
Local authority	Hertfordshire
Inspection number	10279688
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 4
Total number of places	6
Number of children on roll	30
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 2005 and operates from her co-childminder's house in Bedmond, Abbots Langley. The childminder operates from 7.30am to 5.30pm, Monday to Friday. The childminder holds a relevant qualification at level 4.

Information about this inspection

Inspector

Lisa Smith

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Assistants spoke to the inspector during the inspection.
- The inspector and childminder talked about the education she provides, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- 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.

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