

Childminder report

Inspection date: 12 January 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 are settled, happy and confident with the childminder in this friendly and safe environment. Children form strong attachments with the childminder and feel comfortable and secure. She is highly responsive to their individual needs, and they are familiar with the routine. Children can freely access a range of toys and resources, inside and outside. The childminder has high expectations for all children, and they learn to do things for themselves. She supports their growing independence and encourages them to complete tasks independently, including washing their hands before eating and after messy activities.

Children are helpful and complete tasks when prompted. For example, they tidy up after themselves and after they have finished an activity. Children know the routine and what they will be doing next. They are creative when playing with play dough, using their imaginations to make 'cupcakes'. They learn how to use utensils, such as rolling pins to flatten the dough and knives to divide it up. They use their hands to mould the dough into candles. Children share their cakes with the childminder and visitors and carefully measure how much cake each person gets. They are learning about size and 'more' and 'less'.

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

- The childminder knows the children well. She uses her understanding of child development and her experience to understand children's level of achievement, interests and learning styles. She incorporates their next steps for learning into her planning to support their development.
- Children are learning to be independent. They put on their own coats and shoes and go to the toilet independently. They choose what activities to play with and confidently communicate what they want.
- The childminder provides a range of resources and activities for the children. She rotates these on a regular basis. Children can choose alternative toys and activities from a well-documented catalogue that the childminder has put together. The childminder plans the activities on offer to meet the needs of the individual children. However, there are occasions where the childminder leads children's play too much, which limits their creativity.
- Children develop their language skills. They discuss different types of dinosaurs. The childminder skilfully questions children about what food the different dinosaurs eat, explaining that they are herbivores and carnivores. She explains that one type eats meat and the other vegetables and plants. This reinforces children's understanding.
- The childminder follows the children's interests and uses these to support their learning. For example, she has created a large road map with numbers and colours for parking spaces. Children are introduced to numbers as they park the

cars in the spaces and state what number they are parked in. They learn about numbers and mathematical concepts.

- The childminder develops good relationships with parents. She regularly shares updates about children's learning and development, including information about any gaps in their learning, which are swiftly addressed. Parents leave exceptionally positive feedback and appreciate the reassurance and support given by the childminder. They recognise that their children have grown in confidence since attending. The childminder keeps parents informed about their children's progress through daily and weekly feedback.
- Children behave well and say 'please' and 'thank you'. They are inquisitive and creative. Children demonstrate that they are happy with the childminder, and they look to her for reassurance and praise. They are aware of the childminder's expectations and follow the rules and boundaries.
- The childminder supports children's physical development. Children have access to the garden where they can play hopscotch, balance on the stepping stones, negotiate the beams and play bat and ball games.
- The childminder undertakes regular training to keep up to date with current legislation. She also attends training to improve her knowledge and to benefit individual children in her care. She continually reflects on what she can do to improve her practice, so that children make good progress. The childminder works with other professionals to provide consistency of care and education.
- The childminder supports children to learn which foods are good for them and which are not. The childminder has a good understanding of children's allergies and preferences, and this helps to promote their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to safeguard children. She completes regular training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of wider safeguarding issues such as the risk of exposure to extreme views and behaviour. The childminder has policies in place to follow should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations made against herself or a member of her household.

What does the setting need to do to improve?

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

- learn about when to step back from activities to enable children to use their own imaginations and be creative.

Setting details

Unique reference number	EY343525
Local authority	Hertfordshire
Inspection number	10263436
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	3 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Hemel Hempstead. She operates her provision all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Hilda Miller

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 took the inspector on a learning walk through the areas of the premises that children access to explain how the early years provision and curriculum are organised.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector observed the childminder interacting with children. The childminder discussed with the inspector what she wants children to learn.
- The childminder shared a sample of documents with the inspector. 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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