

Childminder report

Inspection date: 5 April 2022

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 settle very well with the childminder and are highly content and constantly busy. They thoroughly enjoy having space to move around and explore. Children are inquisitive, they show this as they use sensory bottles. They stand and shake the bottles, then stop to look at the items inside. They repeat the action and look closely at how the items have moved. Children show excitement when the childminder joins in their play. They copy each other's actions such as shaking fast and slow, showing each other mutual respect.

Children are very keen to be outdoors. They know where to find their belongings and expectantly stand at the door. Outside, children are highly active as they climb and ride in cars. They enjoy exploring mark making with chalks and watch with interest as the childminder writes and spells out their name. Children have time to stop, listen and explore. They watch and listen intently as leaves rustle in the wind and take great delight in splashing in puddles. Interactions between children and the childminder are warm and friendly and children's behaviour is very 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 to attend. She gains useful information from parents about what children know and can do. This enables the childminder to identify children's starting points in learning from the outset.
- The childminder talks about how she prepares children for moving on to school. She helps them to develop strong independence skills. The childminder provides opportunities for children to learn how to use tools, such as pencils and scissors, to help prepare them for their future learning.
- Children are making good progress. The childminder is aware of where children are in their development and understands how they like to learn. She observes them closely and uses her observations and assessments to identify what children need to learn next.
- Children's attachments to the childminder are strong. They often go to her for a cuddle and they enjoy singing together. Children move their bodies as the childminder sings action rhymes. They explore sound as they use musical instruments. The childminder helps children to know what words mean, as she describes what they are doing, such as shaking and banging.
- Children's speech and language skills are developing well. Young children are beginning to use words as they respond to the childminder's questions. They remember new words the childminder introduces them to. For example, following the childminder describing flowers in the garden as 'pretty', young children use this word themselves when she shows them a picture of flowers indoors.

- The childminder uses books well to draw children into learning. She sits and starts to read books aloud. Children stop and listen and their interest in what they can hear grows. They repeat words the childminder says and draw nearer to her to look at pictures. She helps children to learn how to find information from pictures, through using effective questions.
- Parents comments about the childminder are very positive. They say she provides them with good information about how children are developing, so they are able to support children's learning at home. Parents state the childminder nurtures children, which makes them feel special and included.
- The childminder works in close partnership with local pre-schools and nurseries. They share information about children's development which helps to promote continuity in their learning. However, her information sharing with other settings that children attend is not always at the same high standard.
- The childminder demonstrates a strong commitment to her work. She reviews her practice and identifies areas she wants to further strengthen. The childminder skilfully adapts her curriculum to make sure each child has good learning opportunities, suited to their needs and interests. However, the childminder is not sufficiently focused on identifying and using professional development opportunities to further extend her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. She has good procedures in place to help her keep children safe and promote their welfare. The childminder knows how to contact relevant agencies in the local area, to seek advice or to make referrals, should she have concerns. She has a clear safeguarding policy, which she uses to underpin her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and 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:

- extend the good partnership working that is in place with local pre-schools and nurseries to include all other settings children attend
- use evaluations of practice to identify professional development opportunities, in order to further strengthen existing knowledge and skills.

Setting details

Unique reference number	EY345332
Local authority	Hertfordshire
Inspection number	10127167
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	0 to 13
Total number of places	6
Number of children on roll	12
Date of previous inspection	11 August 2015

Information about this early years setting

The childminder registered in 2007 and lives in Buntingford. She operates all year round from 7.45am to 6pm Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3. The childminder is registered to provide 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 childminder.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- 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 into account 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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