

Childminder report

Inspection date: 13 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They form strong and trusting bonds with her. They enjoy the range of resources on offer to them. For instance, children play with a toy medical kit. They learn how to use the items they play with purposefully. Children hold a toy stethoscope to a doll's body as they pretend to listen to its heartbeat. This helps them to develop their imaginations as they play.

Children develop good levels of focus and engagement. They concentrate as they learn. For example, they remain focused at an activity for a long period of time. They choose to repeat the activity once they have finished. This provides them with opportunities to revisit their previous learning.

Children behave well. They know what the childminder expects from them and they follow her instructions without hesitation. Children participate willingly in tasks, such as tidying up the toys when they have finished playing with them. They know what resources the childminder has in her home. This helps them to self-select and lead their own learning. For example, they choose to look at books about their favourite characters.

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

- The childminder knows the children well and is aware of their interests. She uses this information to provide children with interesting and relevant learning opportunities. Children are keen to participate in the activities that she plans. They take turns to use a water pen to reveal different animals. The childminder speaks to the children about what they can see in the pictures. This helps to strengthen children's communication skills.
- Children respond well to the childminder's sensitive interactions. For instance, the childminder gently encourages children to try again if they identify the wrong number as they count. She helps children to understand that numbers have meaning. For example, the childminder points to each animal in a picture to help children to count accurately.
- Partnership working with other professionals is highly effective. The childminder shares the care of some children with another local childminder. They work closely together to support children's learning and development. They share information regarding what the children have done. This helps them to build on children's previous experiences further.
- Younger children enjoy building friendships with other children who attend the childminder's home. Children go on outings with the childminder and other local childminders. This helps the younger children to develop their social skills and form strong relationships with others.

- The childminder helps children to understand about the risks in the wider world around them. For example, she speaks to them about how to walk safely near the busy road on the way to and from school. Children understand the reasons for the rules in place. As a result, they are able to stay safe when they are out with the childminder.
- Parents are happy with the care that the childminder provides. They feel that she communicates well and keeps them informed about their children's time with her. The childminder has a flexible approach to her working hours. This provides children with continuity of care and helps them to feel settled, even if they attend outside their usual hours.
- The childminder confidently identifies appropriate next steps for children in their learning and development. Despite this, on occasion, she does not make the most of opportunities to build on what children already know and can do. For example, children show an interest in how an object works. However, the childminder does not explore this with them further. As a result, children are less likely to make rapid progress in their learning and development.
- The childminder completes required training. For instance, she ensures that she maintains her paediatric first-aid qualification. However, she does not complete professional development specifically relating to the children in her care. This limits her ability to further enhance the already good support that she provides to children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of how to safeguard children. She is able to identify possible signs of abuse and neglect. She has a strong awareness of wider safeguarding issues, such as recognising the signs of female genital mutilation. The childminder understands the process to follow should she need to raise concerns regarding children's welfare to other agencies. She is aware of what to do should anyone make an allegation against her 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:

- provide children with consistently challenging learning opportunities to build on what they already know and can do
- complete highly focused professional development to enhance the already good support that children receive.

Setting details

Unique reference number	EY345559
Local authority	Hertfordshire
Inspection number	10235066
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	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2006 and lives in Cheshunt. She operates all year round, from 7.15am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the provider 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 inspector had a tour of the areas of the premises used for childminding.
- The inspector viewed written feedback from parents and took their views into consideration.
- The inspector observed the childminder's interactions with children. She discussed the impact of these interactions on children's learning and development with the childminder.
- Documentation was viewed by the inspector, including suitability and qualification documents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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