

Childminder report

Inspection date: 31 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have formed wonderful relationships with the childminder and arrive excited for the day ahead. The childminder is caring and attentive to children's individual needs and preferences. She makes sure she gathers information from parents to help her meet children's needs successfully from the beginning. Children enjoy snuggling up to the childminder, and feel reassured by her affection.

Children are provided with their own, named coat peg at the childminder's home. This helps them to develop their independence in looking after their personal possessions. Children show that they feel a very strong sense of belonging at the setting. Children freely explore the array of resources available in the stimulating indoor environment. They make their own choices about activities they would like to play with.

Children are well mannered and show great confidence in new situations. They interact well with visitors, engaging them in conversation and inviting them into their play. The childminder is a good role model and supports children to learn to take turns during play. Children practise these skills and begin to identify whose turn it is next, when taking it in turns to do yoga poses. This helps children to learn about rules and boundaries.

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

- Children are happy, active and motivated to learn. They quickly gain confidence in their own abilities and they develop new skills that prepare them well for the next stage in their learning. For example, children smile with delight as they explore mixing different colours together with the childminder. They laugh as they correctly identify that 'red and blue mix to create purple'.
- Children learn and practise the skills needed to be increasingly independent. They confidently select their own coats and shoes from their pegs when going into the garden. They skilfully attend to toileting and handwashing by themselves.
- Children have regular opportunities to learn about keeping themselves safe during play activities. Children engage in make-believe play in the home corner, and pretend to cook their own 'cake'. The attentive childminder encourages children to think about what utensils they may need when using the pretend oven. Children explain they need 'gloves' as the oven is 'hot'.
- Children learn to develop a love for books. The childminder reads to children and pauses, allowing them time to respond and share their own ideas of the story. Children confidently showcase their well-developed vocabulary, and describe the properties of different objects in the story. They show high levels of interest as they compare two buttons, and explain one is 'thin' and the other is 'thick'.

- Mealtimes are interactive and the childminder sits with children while they eat their healthy and nutritious snack. However, occasionally, children do not receive appropriate levels of support from the childminder to develop a clear understanding of mealtime expectations, such as ensuring they finish eating what is in their mouths before talking or walking around.
- Overall, children's communication and language skills are well supported. The childminder models plenty of descriptive language and provides ongoing instructions and narratives to help children develop their listening skills. However, the childminder does not always provide enough opportunities for children to use their home languages in their play.
- Parents speak highly of the childminder and the care she provides for their children. Parents state that children talk about the interesting activities they have engaged in during the day. Parents feel communication between themselves and the childminder is a real strength. They describe the childminder as 'fantastic' and highlight the great support they have received with aspects, such as toileting.
- The childminder engages well with her assistant and provides her with effective support to build on her own professional development. The childminder attends regular training opportunities to continuously improve on her own practice. She seeks the views of parents and children who attend the setting, which allows her to provide a high-quality provision. Parents engage well with responding to questionnaires sent out by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children's safety is a priority. She has a sound understanding of signs that may indicate a child is at risk of harm. She confidently discusses procedures in place for recording and reporting concerns. The childminder ensures that she and her assistant receive regular training. Therefore, they demonstrate a good understanding of wider safeguarding issues, such as preventing radicalisation. The childminder discusses appropriate action she would take if an allegation was made against herself or another household member. The childminder regularly discusses with children how to keep themselves safe. Children learn about road safety when taken on outings in the local community.

What does the setting need to do to improve?

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

- focus on giving children clear and consistent messages at mealtimes to support them to develop healthy eating habits
- provide opportunities for children to use their home languages in their play, to help extend their communication and language skills to the highest levels.

Setting details

Unique reference number	EY355193
Local authority	Hertfordshire
Inspection number	10280112
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	6
Date of previous inspection	27 September 2017

Information about this early years setting

The childminder registered in 2007 and lives in Royston, Hertfordshire. She operates Monday to Thursday, from 7.30am until 5pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5 and occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Todd

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision. The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children. The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their written feedback of the childminder with the inspector and the inspector took account of their views.
- The childminder provided the inspector with a sample of key documentation on request, including information on the suitability of assistants and household members.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023