

Childminder report

Inspection date: 24 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 are well settled and relaxed in the childminder's care. They have positive relationships with each other and happily play and share toys with one another. Children show confidence as they choose what they want to play with. There is a wide range of resources and toys available based on children's interests and next steps. For example, children are working on their hand-to-eye coordination by looping shiny rings and coloured pipe cleaners onto a wooden mug tree.

The childminder teaches the children about oral hygiene and self-care. She talks to them about being healthy and about healthy food choices. Children play with toy teeth to practise brushing and act out being at the dentist. Children read books about healthy lifestyles, such as going to the doctors for a check-up and about different types of foods.

Children spend a lot of time being active and exploring the local community. They learn about different people as they visit local libraries, farms and playgroups with the childminder. Children are physically active and benefit from plenty of exercise. They walk to local parks together and play on the climbing equipment in the childminder's large garden. This helps to develop their large-muscle skills and their understanding of the world around them.

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

- The childminder creates a varied curriculum for children. She spends time getting to know children and finds out about their individual interests and personalities. The childminder uses this information to identify and plan for what children need to learn next. For example, she follows children's interests in animals and farms to set up activities that extend their creativity and helps them to develop their hand strength.
- There is a good balance of adult-led and independent play. Overall, the childminder encourages children to complete tasks independently, such as feeding themselves and sitting ready at the table for mealtimes. However, the childminder does not use all opportunities for children to develop their independence, for example, washing their own hands or tidying away toys after play.
- The childminder supports children's communication and language skills. She talks to them, asks them questions and at times sings to them during activities. However, she sometimes models words that do not support children's growing vocabulary. For example, she uses familiar ways of saying words, such as 'froggies'. This means that young children do not consistently hear the correct pronunciation of words.
- Children behave well. They are confident with their interactions and willingly

take turns with toys and other resources. Children play alongside each other and laugh and giggle together. The childminder manages minor disagreements by speaking to the children about their feelings and helping them to reflect upon their actions. Children know the routines of the day well, which helps them to feel secure and promotes positive behaviour.

- Children develop a good awareness and appreciation of diversity and inclusivity. This includes the celebration of different cultures and national holidays through a range of activities and discussions. For example, children create crafts associated with Chinese New Year and bring in items that represent their faith to share with others.
- Working in partnership with professionals and parents is very important to the childminder. She has good links with local educational settings and she regularly passes on relevant information. Parents say that they are very happy with the care their children receive and note that the childminder is very kind and welcoming. They are happy with the information they are given about their children's progress and daily activities. The childminder is knowledgeable and empathetic. She shares useful information and sensitively discusses concerns.
- The childminder has attended a variety of relevant training to support her professional development. She is able to identify new training ideas to further this. The childminder is aware of areas of her practice that need development. She seeks support and advice from other professionals to further develop her knowledge in important areas. The childminder uses the internet for research to enhance her own practice and to improve children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is good. She has a clear understanding of all safeguarding issues, including wider concerns, such as radicalisation and county lines. The childminder is aware of the possible signs and symptoms that may indicate a child is at risk of harm. She knows who to contact if she has a child protection concern and how to respond in the event of an allegation. The childminder carries out regular risk assessments and teaches the children how to keep themselves safe.

What does the setting need to do to improve?

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

- enhance opportunities for children to further develop their independence
- support children in their spoken language skills to use correct language and terminology.

Setting details

Unique reference number	EY359289
Local authority	Hertfordshire
Inspection number	10264237
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 2007 and lives in Codicote. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Dillard

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 provision.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Parents shared their views of the childminder's setting with the inspector through written feedback.
- The childminder and the inspector carried out a joint observation.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The inspector viewed the areas on the premises that are used for childminding.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of 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.

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