

Childminder report

Inspection date: 20 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's care. They keenly greet visiting adults and introduce themselves confidently. Children show their strong bonds with the childminder and her assistant, such as when they hug the childminder spontaneously. Children learn about the importance of hygiene in enjoyable ways, such as by singing songs about germs when they wash their hands.

Children develop an understanding of the world around them. They share their knowledge with others. For instance, they talk about the plants they are growing and what vegetables the plants will produce. They look at pictures of bugs and creatures indoors. When they go outdoors, they talk excitedly about the creatures they see. This helps children to make connections between their experiences with the childminder.

Children enjoy the range of activities on offer. They take an active role in deciding what they will do during their day. For instance, they choose from a selection of activities and snacks when they arrive in the morning. They place the relevant pictures of the activities onto a visual timetable. All of the children are keen to choose. This helps them to understand that the childminder values their ideas and choices.

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

- The childminder and her assistant plan activities to support children's emotional development. Children talk to the childminder's assistant confidently about the different characters in a story and explain how the characters feel. They make models of the characters out of recycled materials. Children confidently discuss their models and explain what they have used to create them. These activities support children to understand how to express their emotions and share their feelings.
- Children behave well and are fully engaged in the activities they carry out. On the rare occasions where children need support, the childminder and her assistant provide this immediately. Children develop their confidence. For instance, they teach their friends and the childminder alternative words to familiar songs. The childminder thanks them kindly for sharing their knowledge. All children take turns to choose songs to sing and wait patiently for their turn while their friends choose.
- The childminder has established relationships with staff at other settings children attend. She shares information with them regarding children's learning, such as when they move on to school. The childminder finds out about what children are learning elsewhere. She uses this knowledge to plan appropriate activities to build on children's prior learning. The childminder helps children with work they

bring home from other settings. Parents appreciate the time she spends with the children to do this.

- Children develop their understanding of numbers and counting. They are able to identify shapes, such as triangles and circles. If children make a mistake in their counting, the childminder's assistant gently supports them to revisit this. For instance, when children miscount the number of eyes they have stuck on their models, she supports them by pointing to each object in turn. This provides children with the opportunity to correct their mistakes and strengthen their counting skills further.
- The childminder keeps parents informed about their children's progress. She gathers basic information from parents when children start with her. However, she does not gather sufficient information from parents to help her to swiftly identify areas where children may need additional support. As a result, not all children receive the help they need with their development quickly enough after they start in the childminder's care.
- The childminder completes regular training to develop her professional knowledge. She provides her assistant with opportunities for supervision. Her assistant is beginning to take an active role in the running of the setting. She takes responsibility for planning creative activities. While the childminder provides her assistant with training, she recognises that the support she provides is not yet effective enough. As a result, the assistant's interactions with children are not yet as strong as they possibly could be.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their roles in relation to safeguarding children. They complete regular safeguarding training to ensure that their knowledge is as up to date as possible. They have also completed training on wider safeguarding issues, such as female genital mutilation. The childminder regularly reviews her policies. This helps her to maintain up-to-date information for external agencies, should they need to raise any concerns regarding children. The childminder's assistant is aware of how to raise concerns regarding the childminder's suitability to work with children.

What does the setting need to do to improve?

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

- make the most of information gathered from parents when children start, to help identify areas where children need support so that they can make even more rapid progress
- enhance the support provided to assistants so that they can strengthen their interactions with children to an even higher level.

Setting details

Unique reference number	EY359433
Local authority	Hertfordshire
Inspection number	10073976
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 4
Total number of places	12
Number of children on roll	5
Date of previous inspection	25 July 2016

Information about this early years setting

The childminder registered in 2007 and lives in London Colney, Hertfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children. She works with an assistant.

Information about this inspection

Inspector

Jenny Hardy

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 inspector had a tour of the areas of the premises used for childminding. She held discussions with the childminder about the curriculum she provides.
- The inspector observed the childminder and her assistant interacting with the children. The childminder and the inspector discussed the impact of these interactions on children's learning and development.
- The inspector read written letters from parents and took account of their opinions.
- The inspector viewed a sample of the childminder's documentation, including insurance certificates and suitability 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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