

Childminder report

Inspection date: 13 November 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 happy and settled. The childminder provides a warm, welcoming home-from-home childcare environment. She helps children to feel comfortable and safe in her inviting and friendly setting. The childminder sets out her play space with toys and books she knows the children enjoy. Her resources are freely accessible and children make choices and lead their own play throughout the day. The childminder's curriculum is built on the needs of the children in her care. She understands what each child needs to learn next and provides a good balance between independent and guided learning to ensure she meets their learning needs.

The childminder has high expectations of children's behaviour. She teaches them to use good manners and share the resources with each other. Children respond willingly to the childminder's gentle tones and instructions and the youngest children learn how to take turns.

The childminder talks to children all the time. She listens to their responses and encourages their speech. The childminder ensures that children have regular exercise outdoors. They play in her garden or in the local park and develop their confidence and skills. The childminder talks to the children about the weather as they walk along. She points out the puddles and shadows on a sunny day. She talks about the wind and the rain and children learn about nature and the world around them.

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

- All children make good progress in their learning, including those with special educational needs and/or disabilities. The childminder focuses her teaching to support young children's communication and language development. She reads them stories individually, while allowing them to pause and chat about the characters in the book. They sing rhymes together and practise using new words and phrases.
- The childminder supervises the children well and encourages their independence. Children know when it is time to wash their hands and they sit still at a small table eating their lunch together in harmony. The childminder promotes healthy eating and prepares nourishing meals for all the children herself. She knows what the children like to eat and discusses their dietary needs with parents, particularly when they are learning to feed themselves.
- Parents and other family members say they are very happy with the care and learning provided for their children. They say that their children are eager to attend the homely environment and praise the warm and friendly nature of the childminder. Parents say they are happy with the written and verbal

communication they receive about their children's progress and what they have been doing during the day. However, the childminder does not always exchange information about children's learning with other settings they attend.

- Children learn about mathematics as they count objects on colourful charts around the room. They are drawn to these posters and enjoy discussing them with the childminder. The childminder teaches children about colours and shapes. She provides interesting activities, such as 'mystery bags', which children explore with enthusiasm. They discover how objects feel and learn words such as 'rough' and 'smooth'. The childminder encourages the children to put the items back in the bag when they have finished with them. However, she does not always help children to think about risks in their environment. For example, she does not explain about the importance of picking up toys when they have finished playing with them in order to prevent any accidents.
- Children have lots of fun exploring toothbrushes, a mirror and books about looking after their teeth. They brush a model set of teeth and look in a mirror as they brush their own teeth. Children learn good social skills as they play and learn together, taking turns with the mirror and sharing the books. The childminder reads them stories about going to the dentist and they make comparisons of different types of brushes, learning more about mathematical concepts.
- The childminder is well organised. She keeps daily records of children's learning and development to share with parents. She keeps her mandatory training, such as paediatric first aid, up to date. The childminder undertakes regular training to develop her knowledge and to continually raise the quality of her setting. She evaluates her practice and takes account of written feedback from parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of safeguarding and related issues. She is fully aware of her responsibilities to protect the children in her care. The childminder understands how to report any concerns she may have and what to do if an allegation is made against her.

What does the setting need to do to improve?

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

- strengthen partnership working with other settings children attend and share information to ensure consistency and continuity in children's learning
- help children to recognise and manage risks and gain a deeper understanding of the importance of safety measures.

Setting details

Unique reference number	EY365731
Local authority	Hertfordshire
Inspection number	10301025
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2008 and lives in Cheshunt, Waltham Cross, Hertfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Forbes

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 her evaluation of the setting.
- The childminder discussed her intentions for children's learning and how she implements her early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke to children's families and read parental questionnaires, taking account of their views.
- The inspector viewed relevant documentation, including the childminder's paediatric first-aid certificate and suitability documentation.

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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