

Childminder report

Inspection date: 18 June 2024

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

The childminder and her assistant create an environment where children feel safe and happy. They confidently greet visitors, introduce their friends, and delight at showing them their favourite toys and activities. The childminder provides exciting activities, both in the home and when on trips out. She plans learning opportunities based on children's interests and learning needs. For example, children enthusiastically recall a recent trip to an aircraft museum. This supports children to settle swiftly and make good progress from their starting points.

The childminder and her assistant have a consistent approach to supporting children's appropriate behaviour. They are good role models and are polite and respectful towards children and other adults. Children are kind to others and demonstrate good manners, particularly during meal and snack times. They are aware of the rules in the setting, follow them well and support their friends to do the same. For example, children remind one another of the need to share resources and take turns in activities.

Children demonstrate empathy for others and confidently express their emotions. The childminder provides opportunities for children to explore their feelings and how they can affect their behaviour. For example, children explore their 'happy boxes' with their friends. They discuss the objects they have chosen to place in there and the happy memories connected with them.

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

- The childminder and her assistant work closely with parents and encourage them to engage in children's learning. For example, children take home book packs to share with their families. This supports children to develop a love of reading. Feedback from parents is positive. Parents report how their children look forward to attending and enjoy the variety of trips and activities that the childminder provides.
- Children take pride in completing age-appropriate tasks independently. They delight in the praise and recognition that the childminder offers. For example, children proudly show off the stickers they receive when they hang their coats and bags up and help at mealtimes. These skills prepare children well for their next stage of learning.
- The childminder and her assistant demonstrate a deep knowledge of children and their interests. They use this information to provide learning opportunities that engage children and meet their learning needs. For example, the childminder's assistant uses children's love of superheroes to support their understanding of appropriate behaviours.
- Children have a good understanding of healthy lifestyles. They enjoy nutritious

home-cooked meals and learn about healthy foods during cooking activities and when picking fruits at the farm. Children have plenty of opportunity for physical play. They have continuous access to outdoor play opportunities in the safe garden and when on trips out to the zoo and local farms and parks.

- The childminder evaluates her practice well and is committed to enhancing the care she and her assistant provide for children. For example, she has recently made changes to her reading area, improving the environment and supporting children to develop a love of books. The childminder and her assistant embrace opportunities to complete additional training. This enables them to develop their knowledge to meet the individual needs of children in their care.
- Children are confident communicators who demonstrate a wide vocabulary. The childminder promotes this well by role modelling new and sophisticated language. She supports children to understand the meaning of these new words and use them in context. Children enjoy one-to-one conversation with the childminder and develop their confidence in group discussions. On occasions, these group sessions are not organised effectively so that all children have rich opportunities to discuss their ideas and explore their interests further.
- The childminder places sharp focus on ensuring children remain safe in her care. She and her assistant have a strong understanding of safeguarding issues and confidently explain how they would manage any concerns. The childminder and her assistant complete regular first-aid and safeguarding training to keep their knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how best to organise group activities so that all children are fully engaged and they have rich opportunities to discuss and explore their ideas further.

Setting details

Unique reference number	EY370655
Local authority	Hertfordshire
Inspection number	10308252
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	4
Date of previous inspection	20 March 2018

Information about this early years setting

The childminder registered in 2008. She lives in St Albans, Hertfordshire. The childminder works with her husband, who is her assistant. She operates Monday to Friday from 7.30am until 6pm, all year round except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder, her assistant and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder and her assistant about the monitoring of learning and development in the setting and tracked the progress of children.

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 2024