

Childminder report

Inspection date: 16 May 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 settle quickly in this setting. After attending for only a few weeks, they build strong attachments with the childminder. Children demonstrate they feel safe and secure in her company. They are happy, confident and enjoy their time at the childminder's home. The childminder offers a warm and welcoming environment where children are motivated and eager to learn.

Children are confident to explore the playroom freely. They can make their own choices and access the toys they really enjoy. Children demonstrate a sense of belonging and ownership, which leads to secure, happy children.

Children are respectful of each other, and their behaviour is very good. They enjoy each other's company and play cooperatively. The younger children learn to share, following the childminder's gentle reminders. Older children demonstrate patience and understanding towards the younger children. Children comfort each other when they are unhappy and share in their joy when they play together.

Children benefit from the childminder's individual planning. She knows the children well and targets her learning opportunities based on children's next steps. As a result, children make good progress. The childminder provides opportunities for children to develop their social skills. She takes them to group activity sessions, where they experience playing with larger groups of children in preparation for school.

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

- The childminder offers an individual approach during the settling-in period. This results in children feeling safe and secure in the childminder's care. The childminder works closely with parents, offering children a consistent approach, including following home routines with sleep times.
- Children make good progress. The childminder carries out observations to identify and support children's needs. She plans children's learning to get them ready for their next stage of education. For example, children of pre-school age are working on developing their independence. The childminder ensures that coat hooks are accessible and encourages children to put on their shoes.
- Children build secure relationships with the childminder and feel able to express their worries and concerns. For example, when a child talked about a recent visit to the doctors, she felt able to express how it made her feel. The childminder listens and reassures children and provides clear, appropriate explanations.
- The childminder ensures that children are safe and teaches them how they can help to keep themselves safe. She explains road and car safety when out on trips. This results in children who are keen to cooperate and follow instructions,

proud in their ability to know what to do when crossing a road.

- The childminder knows the children well and identifies when a child is feeling insecure. She responds to their needs and offers support. Children are then able to return to activities with more confidence.
- The childminder works in partnership with parents to obtain information about their children at home. This enables her to offer parents and children support with any concerns that they are experiencing at home. Parents appreciate that the childminder assists older children to practise their reading. Parents praise the nurturing care that the childminder offers.
- Children's next steps are considered and built into the plan of the day. This offers children the opportunity to practise skills and challenge them further. Children choose from a wide variety of activities. However, on occasion, the childminder misses opportunities to extend children's learning. For example, on a bug hunt in the garden, children were directed to move away from the wasps without an explanation of why.
- The childminder makes use of the local library to encourage a love of books and stories. However, she does not always ensure that books and stories are easily accessible throughout the day.
- The childminder reflects on what works well and can identify areas to develop further in her practice. She links with specialist professionals to ensure that there is a consistent approach when supporting children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues. She can identify the signs and symptoms that may indicate a child is at risk of harm. The childminder is fully aware of her responsibility around safeguarding, including broader safeguarding issues, such as county lines. She keeps an up-to-date safeguarding file, with all relevant contact details of who to contact should she be concerned about a child's safety and welfare. The childminder attends regular safeguarding training to update her knowledge. She maintains a safe environment for children and uses appropriate safety gates and equipment to ensure that children do not have access to areas that are unsafe for them.

What does the setting need to do to improve?

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

- identify opportunities to build on children's knowledge more consistently and encourage their curiosity to support new learning
- extend the range of opportunities for children to explore books to further support them to develop a love of books and stories.

Setting details

Unique reference number	EY372930
Local authority	Hertfordshire
Inspection number	10280623
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 August 2017

Information about this early years setting

The childminder registered in 2008 and lives in Kings Langley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 4.

Information about this inspection

Inspector

Sue Triscott

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 showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed testimonials from parents.

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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