

Childminder report

Inspection date: 15 August 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

Children are happy and settled in this calm and nurturing setting. They have a strong sense of belonging as they are familiar with where they store their belongings and build secure bonds with the childminder, helping them to feel safe and secure.

Children display exceptionally positive behaviour. The childminder skilfully acts as a positive role model to the children and teaches them about tolerance. She proactively supports children to manage their feelings and understand how unwanted behaviour has an impact on others. This helps children to develop resilience and show extremely positive attitudes to learning. Children show a remarkably high level of respect for their peers and they play harmoniously together. They ensure that all children are involved in their play as they make pretend cakes in the garden. They make sure that all their friends have a plate so they can share the cake, and use polite manners, such as 'please' and 'thank you'.

The childminder provides the children with a rich set of learning experiences. She supports children to develop a passion for nature and outdoor learning through a wide range of stimulating activities. For example, trips to zoos, parks and nature reserves help children to build on their understanding of the world around them. They learn about growing and harvesting fruits and vegetables through visits to a nearby allotment. This fully supports children to build on the knowledge they need to succeed in life.

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

- The childminder demonstrates a good understanding of how children learn and their developmental needs. She ensures that she understands children's needs and interests and incorporates them through a secure and embedded curriculum. Children's next steps are supported through focused teaching and learning opportunities. For example, children build on their fine motor skills as they master clips, buckles and zips on bespoke activity mats. This supports children to make good progress in their learning and development.
- The childminder understands the importance of encouraging children to keep trying when they face difficulties, to help them become competent learners. For example, she focuses on supporting children's communication and language skills. She supports younger children to build on their language to help them express themselves, and introduces new words, such as 'scratchy' and 'soft', as they play with sensory resources. The childminder works closely with speech therapists to ensure that all children make good progress and become confident communicators.
- Children relish the responsibility of carrying out small tasks. For example, they

pour their own drinks from a dispenser. Older children use the toilet independently and wash their hands before eating. Sometimes, the childminder does not always recognise when children can carry out more-complex tasks themselves to build on their increasing independence.

- The childminder forms positive partnerships with parents. She ensures that regular communication is maintained, sharing daily updates and photos. Families receive a termly newsletter and catch-up meetings are held once per term to discuss their child's progress, agree on next steps and allow parents to provide feedback. The childminder encourages learning at home and sends activities home to support children's continued development. Parents are also provided with information to help prepare their children for starting school.
- The childminder keeps her knowledge up to date with extensive training, and shares this knowledge with assistants to enhance their skills. For example, recent training in neuroscience in early years has helped her to better understand children's brain development. The childminder works collaboratively with her assistant and, together, they continually reflect on the environment and practice. This helps to ensure that children are receiving the good-quality care that supports their learning and development.
- The childminder ensures that the environment is kept safe for children by carrying out routine risk assessments, and children are supervised closely. She is vigilant of keeping children safe in the sun, ensuring that children have sun hats and that sun cream is applied. Children learn how to keep themselves safe while on trips out, such as walking safely around the zoo and staying close to adults. While the childminder recognises the role that technology plays in children's lives, she has not fully planned how to support children to develop their understanding of the risks associated with digital technology.

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 to provide children with even more opportunities to fully promote their increasing ability to do things for themselves
- support children to gain an understanding of the risks associated with digital technology.

Setting details

Unique reference number	EY380997
Local authority	Hertfordshire
Inspection number	10351844
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 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	23 October 2018

Information about this early years setting

The childminder registered in 2008. She lives in Hoddesdon in Hertfordshire. The childminder operates her childminding provision all year round from 7.30am to 5.30pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by 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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