

Childminder report

Inspection date: 18 November 2019

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

Children demonstrate they feel happy and secure in the childminder's care. They become absorbed in learning as they play with their favourite toys. The childminder uses play as her main focus of teaching. She offers children suitable challenge and asks questions to extend their thinking skills. For example, she asks them how many trains they have put into a shed and to think about how many more will fit.

The childminder helps children to learn how to develop healthy lifestyles. For example, they use parks and woodlands for active play and walks. The childminder provides children with healthy diets that meet their individual needs. She thinks carefully about how she can provide the same food for children who require special diets. This helps all children to feel included as they are kept safe and healthy.

The childminder works closely with other settings and childminders that children attend. She regularly discusses children's development with them, to promote continuity in their learning. The childminder also takes note of what children are learning at nursery. She thinks of ways she can further complement their learning while they are in her care. This contributes to the good progress all children are making.

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

- The childminder observes children's learning as they play. She identifies where there are gaps in their development or where children are excelling. The childminder uses this information to set challenging, yet achievable, next steps in learning for each child.
- Children are highly inquisitive and ask many 'why, what and where' questions. The childminder takes time to offer children explanations. She also provides many opportunities for children to solve their own problems or find answers to their own questions.
- The childminder helps children to learn how print carries meaning. For example, when they want to know the names of trains, she shows them where to find these words. Children quickly work out that if they show the words to the childminder, she can read the names to them.
- Children are developing strong communication and language skills. They listen carefully to the childminder and correctly use words she has modelled to them. For example, children extend their description of trains from using colour to talking about passenger and goods trains.
- Children's behaviour is very good; they listen to the childminder and respond positively. The childminder models kindness and encourages good manners. Children copy these positive attributes in their interactions with each other. For example, they instinctively help their friends take off their coats when they see

they are struggling.

- Parents speak positively about the childminder. For example, they state children are happy and the childminder keeps them safe. Parents say the childminder is excellent at communicating with them and this helps them to know how children are developing.
- Children show pride in their achievements. They are keen to show their friends, who have been at nursery, what they have been doing. Children are kind and patient when toddlers want to join in. This results in all children playing cooperatively at the same activity.
- The childminder consistently reflects on her practice and looks at ways she can improve. She uses a reflective book to write down her ideas and track her developments. The childminder talks about how she has reflected on the storage of resources so that children can easily access their favourite toys.
- The childminder talks about how her professional development has an impact on her knowledge and teaching skills. She considers how she can access training. For example, as attending training courses is not always possible, she now undertakes more professional development and research online.
- The childminder gains good information from parents about children's early experiences and care needs when they join her setting. However, she does not always find out what children can already do. Consequently, she does not always track children's progress from the start, to help her to build on their skills in the best possible ways.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to any signs that children may be at risk of harm. She is aware of agencies in her local area and knows how to pass on concerns to them. The childminder undertakes regular training to help her to keep her knowledge relevant and up to date. She updates her safeguarding policies and procedures in line with new knowledge she gains.

What does the setting need to do to improve?

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

- gain more detailed information from parents about what children can already do when they start to attend, in order to more swiftly identify their starting points in learning.

Setting details

Unique reference number	EY381569
Local authority	Hertfordshire
Inspection number	10106042
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 January 2014

Information about this early years setting

The childminder registered in 2008 and lives in Royston, Hertfordshire. She operates through school term times from 8am to 6pm, Monday to Thursday. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to safeguarding and complaints procedures.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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 2019