

Childminder report

Inspection date:

8 November 2022

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 demonstrate that they feel safe and secure in the care of the childminder. They seek comfort when needed and smile as they receive praise. They are highly confident and engage others in their play. Children talk to the childminder about what they are playing with and develop strong communication and language skills from a young age. The childminder names objects for babies, while older children engage in role play with her and talk about ice creams.

The childminder's curriculum is mostly delivered outdoors and in the community. Children benefit from visits to places of interest, such as local woods, the abbey, play parks and toddler groups. Children learn to take risks in the outdoors as they explore ditches and balance on tree trunks. Activities in the home support children's learning further. The childminder plans activities based on the individual interests of each child. For example, children enthuse as they create roads using felt-tip pens and talk about how roads lead to places, such as St Albans and London. Children are caring and considerate towards their peers. The childminder has high expectations of children's behaviour, and as a result, they show high levels of respect towards each other. They use their manners when asking for things. Older children share pieces of ribbon with babies and put the fabric into a pretend washing machine. The childminder models how to share so that children play respectfully with each other.

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

- Children learn about healthy lifestyles. They understand the importance of washing their hands before snack, after being outside and after using the toilet, which they do without being asked. The childminder talks about the healthy foods they are eating. She explains why they are healthy and names the fruits for younger children. The childminder helps children understand the benefits of regular exercise. Children engage in a morning exercise session and enjoy regular time in the garden throughout the day.
- The childminder skilfully introduces children to mathematics as they engage in their play. This has become embedded, and children use mathematical language spontaneously throughout their day. For example, children independently compare and discuss the various sizes of stepping stones in the garden. They draw roads on paper and add roundabouts to their designs, discussing whether they are circle or oval shaped.
- Children are independent. They put their coats and shoes on by themselves before going into the garden. At snack times, babies and older children have knives to cut their own fruit. The childminder encourages children to choose what they would like to play with and how they like to do things. However, some resources are not easily accessible for children. This means some children miss

opportunities to be able to lead their own play and develop their own interests.

- The childminder is committed to inclusive practice. She teaches children about the values, beliefs and lifestyles of others in the community. For example, children learn about Diwali, and the childminder invites families to talk to the children about their religion. Children visit the local abbey, where they engage in various activities and talk to the vicar. This helps children show understanding and compassion for people who have needs and values that are different to their own and prepares them for life in modern Britain.
- Children show an enjoyment of books. They enjoy sitting and looking at the pictures and then telling the childminder what comes next. The childminder develops this passion by re-enacting parts of the story using props. For example, children giggle as the childminder puts on a monkey mask and pretends to be a monkey.
- Generally, the childminder has a good relationship with other professionals. She works closely with local schools and shares relevant information with parents. However, the childminder has not yet developed relationships with some other settings that the children attend. This means that children's care and learning information is not always shared effectively between settings.
- Parents speak highly of the childminder. They say that she 'goes above and beyond' and has 'supported the children'. Parents feel very relaxed leaving children in her care and know that they have a great time. They are pleased with the communication that they receive about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and secure. She takes advantage of training opportunities to deepen and develop her knowledge of child protection. The childminder understands who to contact if she has any concerns about the welfare of a child. Children play and learn in a safe and secure environment. They are encouraged to take risks and the childminder discusses potential dangers with them. For example, she talks to them about the importance of holding a knife correctly when cutting fruit. The childminder maintains all required documentation. For example, she records children's attendance and keeps records of any accidents and the first aid she administers to children.

What does the setting need to do to improve?

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

- develop relationships with other settings that the children attend, to provide continuity of care and learning
- make resources more visual for children so that they can make their own choices and explore their own interests during play.

Setting details

Unique reference number	EY390298
Local authority	Hertfordshire
Inspection number	10235288
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder registered in 2009 and lives in St Albans. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Clarkson

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 and the inspector completed a learning walk of the playroom and garden.
- The inspector observed activities in the house and garden. She spoke to the childminder and the children at appropriate times throughout the inspection.
- A joint evaluation of an activity was completed by the inspector and the childminder.
- The inspector assessed the quality of education provided by the childminder.
- Written feedback from parents was taken into account by the inspector.
- The inspector looked at a range of documents, including evidence of the suitability of the childminder. Records of accidents, planning information and qualification certificates were also viewed.

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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