

Childminder report

Inspection date: 18 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's home excited and ready to learn. Children separate from their parents with ease. They demonstrate that they feel safe and secure in the childminder's setting as they confidently engage with visitors. Children create friendships with other children and they enjoy playing alongside each other. For example, children explore the 'ball run' and 'castle' together in the playroom. Children make independent choices in their play and learning. They find books of their choosing and sit to look through them independently. The childminder shares books with the children and they invite her into their play.

The childminder introduces children to the rules and values of the setting from a young age. This ensures they are aware of her expectations. Children know to tidy the toys when they have finished with them, before getting out something else. Children thrive on the responsibility the childminder gives them at 'tidy-up time'. They welcome her praise and this helps to build their self-esteem. The childminder displays children's work in the playroom. This provides children with a sense of belonging in the setting.

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

- The childminder encourages children's independence from a young age. She teaches them to pull up their trousers when they are learning to use the potty. This builds the foundations for when they are able to access the toilet independently. Older children put on their coats and shoes, gradually learning how to fasten their buttons and zips. The childminder supports children's self-care development as part of her 'school ready' programme.
- The childminder regularly tracks children's development and builds on their interests to create activities. She plans a wide range of experiences and understands the importance of repeating them to embed children's learning. This helps children to develop confidence in their own skills and abilities. The childminder allows children time to explore and investigate. She asks children questions and talks about the activities with them. However, at times, the childminder does not allow children time to think of answers to questions or develop ideas for themselves.
- Children enjoy outings in the local community and learn about the world around them. They gain confidence in their climbing skills. They learn to take risks and try new things when they play in the local park. The childminder talks to children about safety around the water, as they walk alongside the local canal to feed the ducks. She reminds them that they must always be able to see her. Children often remind each other of the rules when out to ensure they are all safe.
- The childminder runs a local playgroup each week and the children benefit from socialising with other children and adults. This supports children to become

comfortable in different surroundings. The childminder works closely with other childminders within the local area. This allows children to create friendships with other children who may go on to attend the same pre-school and school.

- The childminder has created strong relationships with staff at local schools. She works closely with teachers to ensure her 'school ready' programme is consistent with the expectations of the school. For example, the teaching of letters and phonics.
- Parent partnerships are strong. The childminder regularly shares information with parents to maintain continuity in their children's learning. Parents love the family feel of the setting. They comment on the rapid progress children make in their learning. Parents praise the detailed information the childminder provides as part of the two-year-old progress check. They say they find this helpful when talking with other professionals.
- The childminder is very passionate about her work and takes time to complete regular training. She regularly reflects on her practice and makes improvements to her environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and how to protect children in her care. She talks confidently about the signs and symptoms of abuse and understands the importance of recording and monitoring, and reporting to relevant professionals. The childminder demonstrates a good awareness of wider child protection issues, such as county lines and the 'Prevent' duty guidance. Children learn how to keep themselves safe, both in the home and outside, promoting their well-being. The childminder understands her responsibilities regarding allegations against any adult within her home.

What does the setting need to do to improve?

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

- strengthen support for children to give them more time to think and respond to questions, encourage their own ideas and promote their cognitive development.

Setting details

Unique reference number	EY393543
Local authority	Hertfordshire
Inspection number	10263901
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	0 to 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	16 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in Berkhamsted. She operates her provision all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She 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

Lisa Smith

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 childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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