

Childminder report

Inspection date:

23 November 2022

Overall effectiveness	Good
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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 are well cared for in this homely environment. They feel safe and secure, forming strong attachments with the childminder and demonstrating this, as they approach her for cuddles and comfort. Children are curious learners. They enjoy exploring the environment and seeing what is available for them to investigate. They press buttons on the toy birthday cake and watch, as the candles light up. The childminder joins in with singing 'happy birthday', as the children dance about in excitement.

Children's behaviour is very good for their age. They are familiar with the daily routine and follow the childminder's instructions. The childminder knows the children extremely well. She identifies when children become tired. She quickly meets their needs and offers comfort, as they fall asleep. Children of all ages develop a love of books. From a young age they listen to stories as well as explore picture books. Children enjoy turning the pages of the book and pointing at the pictures they can see. The childminder tells them the words for the pictures they are pointing at. Children express happiness as they recognise a 'duck', repeatedly going back to that page so they can say the word again.

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

- The childminder aims for all children to be confident, well-rounded and independent learners before they move on to the next stage of their education. She creates sensory activities for babies to explore, giving them access to new experiences. She models how to play with play dough, squishing it and rolling it to show the children. They take an interest and watch as she does this, becoming inquisitive. The childminder allows children time to watch, before they join the activity. This gives them the opportunity to make independent choices about their learning.
- The childminder provides an environment that supports children's language development. She engages babies and younger children in conversation. She talks about their play, promoting their experience of language. The childminder asks questions of younger children, such as, 'where is the dog shape?'. She is confident in their ability to understand, and allows them time to think about the answers. As children begin to talk, the childminder praises them as they add new words to their vocabulary.
- Children have opportunities to learn about the world they live in. In the garden, children dig in the growing patch. They learn to turn the soil before planting seeds, and watch them grow. Children regularly take trips out into the local community. They develop their confidence and social skills at local toddler groups. Children enjoy forming relationships outside of the childminder's home.
- Children practise their fine motor skills, as they pick up the sand and watch it

run through their fingers and onto the floor. Babies relish in feeling the texture and use their whole bodies to explore. As they stand, babies use their feet to squish the sand, watching what happens and repeating the motion. The childminder uses different height surfaces for activities. This allows children to explore activities in different ways and develop their physical skills further.

- Parents are well informed of their children's learning. The childminder provides daily updates on what the children have been doing during the day. She regularly offers activity suggestions. When children first start with the childminder, she offers a clear settling-in process, gathering information about children's likes, dislikes and routines. However, she does not acquire details about children's developmental levels to build on what children can already do.
- The childminder is reflective of her practice and her provision. She ensures the play room is inviting for children. She reviews the toys available each day, making changes to suit the individual interests of children. The childminder understands the importance of professional development. However, she does not always complete training to directly benefit children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There are clear procedures in place to keep children safe in the childminders home. The childminder understands her responsibility to ensure the ongoing suitability of adults in her household. She has a good understanding of the signs and symptoms of abuse, and who she may need to report to. Wider issues in society, such as the 'Prevent' duty guidance and county lines, are known to the childminder. The childminder ensures her first-aid certificate is updated in a timely manner to keep her knowledge current.

What does the setting need to do to improve?

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

- obtain detailed information from parents about children's starting points, to help build on what children already know and can do
- engage in ongoing training opportunities to develop knowledge and build confidence to raise the quality of teaching even further.

Setting details

Unique reference number	EY401715
Local authority	Hertfordshire
Inspection number	10235358
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder registered in 2009 and lives in Croxley Green, Rickmansworth. She operates from 9am till 5pm, Monday to Friday, all year round.

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS 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 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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