

Childminder report

Inspection date: 31 July 2024

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 that they feel happy and well settled in the care of the childminder. As they arrive, they confidently leave their parents, ready to explore the well-resourced learning areas. The childminder knows the children very well and ensures that activities are planned with their interests and developmental stage in mind. When children show an interest in trains, the childminder provides resources to ignite their curiosity. Through meaningful interactions, she supports their understanding of cause and effect as they explore how to make the motorised train move. Children learn which buttons make the train move forward and which ones make it reverse, developing their understanding of directional language. Children remain motivated to learn, engage in activities for extended periods and have a positive attitude to new experiences.

The childminder has high expectations for all children, and subsequently, they behave well. Children are kind to each other, talk about their ideas and share resources, demonstrating excellent social skills. The childminder creates a learning environment that promotes positive relationships. For example, children of differing ages work together to hide and then find bugs in the garden. They develop an understanding of turn-taking as they share resources, build on their language development as they give clues as to where each bug is hidden and practise their fine motor skills as they tick off each bug that is found on the bug card.

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

- This experienced childminder is passionate about providing good-quality care and learning experiences. She has a secure understanding of how children learn and uses this knowledge to plan a well-sequenced and ambitious curriculum. The childminder provides a broad variety of activities and experiences to develop children's skills across the seven areas of learning. However, at times, the intention of what she wants children to learn is too broad. This means that occasionally, she does not focus activities sharply enough on the specific knowledge that children need to learn.
- The childminder carefully organises her provision to support children's independence and give them a sense of belonging. She ensures that all areas are clean, organised and risk assessed so that they can access resources safely. Children have their own pegs where they hang their belongings and can select resources of their choice from the low-level units. The childminder teaches children how to keep themselves and others safe. They discuss and recognise that smaller toys need to be kept away from young babies and resources need to be picked up to prevent accidents.
- Children benefit from regular fresh air and exercise. They freely explore the childminder's garden and regularly visit different places in the local community.

Children have opportunities to choose new books from a lending library at the local church and build an understanding of the wider world as they explore parks and woodlands. They talk fondly about trips to the farm with the childminder and recall times spent there during discussions in their play. Children's learning is meaningful and they remember past experiences.

- The childminder understands the importance of promoting physical development. She provides a wide range of activities to help children practise and develop new skills. Children's gross motor skills are enhanced as they access climbing structures in the garden. They develop their hand-to-eye coordination while playing games with wooden blocks and build on their fine motor skills as they draw and make marks with different media. The childminder encourages children to wash their hands before mealtimes, and they discuss healthy food choices at snack. As a result, children are developing a good understanding of healthy lifestyles.
- The childminder actively supports children's mathematical development throughout the day. They are provided with regular opportunities to count, as well as explore and understand size, quantity and positional language. During adult-led activities, children immerse themselves in their play as they investigate the concept of weight. The childminder encourages children to predict what will happen when they place objects on the weighing scales. As a result of activities such as these, children develop a good understanding of early mathematical concepts.
- Partnerships with parents are very good. The childminder works closely with parents before children start to establish a secure understanding of their care needs and development. Parents value the childminder's support, particularly commenting on how she has helped with transitions as children move between settings. They state that the childminder provides a range of rich learning experiences which contribute to the progress their children have made in their learning since being in her care.

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:

- focus more precisely on what children need to learn when planning and supporting activities to help raise the quality of education to an even higher level.

Setting details

Unique reference number	EY402247
Local authority	Hertfordshire
Inspection number	10355093
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	16 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Kimpton, in Hertfordshire. She operates Monday, Wednesday, Thursday and Friday, from 7.30am to 5pm, all year round, apart from bank holidays and some family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Parkinson

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.
- 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.

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 2024