

Childminder report

Inspection date: 15 November 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder builds positive bonds with the children who attend and responds to their needs sensitively. She supports children to become independent. For instance, she demonstrates how to use a knife to cut a banana. She then gives children verbal guidance and instructions to practise this skill, which they confidently follow. The childminder helps children to learn about the importance of hygiene. They wash their hands willingly after nappy changing and before they eat, demonstrating their understanding of the routines in place.

Communication and language are strong elements of the childminder's curriculum, which is carefully planned around the individual needs of each child. The childminder adapts her interactions with individual children. She ensures that she has their attention before she speaks to them. This enables her to engage in meaningful discussions and build on children's vocabulary successfully.

The childminder has developed her knowledge of different communication methods, such as sign language. She uses this consistently with all children. This particularly benefits children with special educational needs and/or disabilities. It also promotes an inclusive environment. Children use simple signs to communicate with one another, which helps all children to feel valued and included.

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

- The childminder focuses her professional development firmly on the needs of the children who attend the setting. She is reflective about the provision on offer and always strives to develop her engagement with others. For instance, she acts as a professional mentor for other childminders and engages with local authority services to shape the local childminding provision. This not only benefits the children who attend her setting, but the wider community as a whole.
- Parents are extremely happy with the care that the childminder provides. They feel informed about their children's time with her. The childminder holds sensitive discussions with parents when required and provides them with support and guidance. Parents comment that they appreciate this support and value the discussions which take place. These positive relationships benefit and promote the well-being of children.
- The childminder ensures that opportunities to explore the wider community are relevant to children's experiences. For instance, she takes children to the farm, as they show an interest in animals. They build on their understanding of animals and learn how to handle them carefully. The childminder extends this further within her own home, reminding the children how to gently handle the household pet cats. This helps to broaden children's experiences and provide

them with new and relevant opportunities.

- The childminder tracks children's progress carefully and has a strong knowledge of the different stages of learning and development each child is at. She recognises children's developing and changing needs. However, occasionally, the childminder does not use this information swiftly enough to plan and implement appropriate changes or learning opportunities.
- The childminder supports children to develop a love of books and stories. Children confidently self-select books which interest them from the range on offer. They listen with interest as the childminder reads to them, keen to hear what happens next in the story.
- Children receive support from the childminder to develop their physical skills. They enjoy kneading dough and pushing cutters into it to create different shapes. The childminder uses praise and encouragement throughout her interactions with the children. This helps them to focus and remain engaged in what they are doing.
- Partnerships with other professionals are strong. The childminder actively engages with professionals involved in the lives of children who attend her setting. They work collaboratively to discuss strategies that can benefit the children. The childminder then shares this information with parents, so that children receive consistent support. The childminder works closely with an assistant. Their effective communication helps the assistant to understand what each child is working on and build on children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes a wide range of relevant safeguarding training. This helps her to ensure that her knowledge is fully up to date. The childminder recognises the possible signs of abuse and neglect and has a strong understanding of other issues which could affect children's well-being. She is aware of the process to follow should she need to raise her concerns to other professionals. The childminder and her assistant understand what to do should there be concerns about adults working directly with children or other members of the household.

What does the setting need to do to improve?

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

- use existing knowledge of children to more swiftly plan and implement appropriate opportunities to help them maximise their learning and development.

Setting details

Unique reference number	EY430863
Local authority	Hertfordshire
Inspection number	10317559
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 9
Total number of places	12
Number of children on roll	11
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Bricket Wood, St Albans. She operates from 7.30am until 6pm, Monday to Friday, all year round except for bank holidays and family holidays. The childminder works with an assistant and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 inspector and childminder discussed how the childminder organises her early years provision, including considering the curriculum on offer.
- The childminder showed the inspector the areas of the premises used for childminding.
- The inspector spoke to parents and read written feedback. She took their views into consideration.
- The inspector observed the childminder's interactions with children. She discussed the impact of these interactions on children's learning and development with the childminder.

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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