

Childminder report

Inspection date: 21 June 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

Children thoroughly enjoy the time they spend with the childminder. They are excited to arrive and eager to explore this warm, homely environment. Children become deeply engaged in the numerous activities and resources that they independently select in the well-organised playroom. Children enjoy continuous, all-weather access to outdoor play. For example, they explore water play and growing activities in the safe, canopied garden area.

Children demonstrate that they are settled and enjoy their time in the setting. They play and explore independently, and demonstrate that they feel comfortable in the childminder's care. They cuddle up to her for stories and seek her out for affection when they need additional support. Children form close relationships with one another. They cooperate well, taking turns and sharing resources during activities.

Children are highly confident. They greet visitors enthusiastically and are excited to show them around the playroom. Children engage well with one another and with adults. They chat about the activities and trips out they enjoy with the childminder and are keen to introduce themselves and their friends.

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

- Children demonstrate high levels of independence. The childminder encourages them to complete age-appropriate tasks throughout the day. For example, children work as a team to tidy away toys. They clear their plates and cutlery away after meals and complete essential hygiene routine such as washing their hands. This prepares children well for the routines of school.
- The childminder places sharp focus on children's emotional well-being. She communicates well with families to gather information regarding children's moods and behaviour. The childminder is swift to identify when children may need additional emotional support. She always provides opportunities for children to spend quiet time with her to discuss their feelings and emotions.
- Partnerships with parents are strong. The childminder works hard to establish effective means of communication to meet the needs of all families. She works closely with parents to gather detailed information about children's early experiences. This enables her to plan opportunities they may not otherwise receive. For example, children with limited access to outdoor play enjoy regular trips to local woods and playgrounds to support their physical development.
- The childminder reflects well on the care she provides. She seeks regular feedback from parents to ensure that her setting continues to meet the needs of all children and their families. For example, she completes a variety of additional training. This supports the learning and development of the wide age group of children she currently cares for.

- Children are highly sociable and enjoy the company of one another. The childminder works closely with a network of other childcare professionals. Together they plan weekly play sessions to support children's development across all areas of learning. These group sessions encourage children to establish new friendships and develop the social skills required for school.
- The childminder supports children's language development well. Children enjoy regular cosy story sessions and are introduced to new vocabulary at every opportunity. For example, when children play with the trains and tracks, the childminder models new words such as 'attract' and 'repel' as they explore how to connect the magnetic trains together.
- Children behave well in the setting. They are kind and polite to one another, taking turns well in activities. The childminder supports this with her consistent approach to behaviour management. She offers an abundance of praise for children's efforts and achievements. The childminder communicates clear behaviour expectations before activities that children adhere to well.
- The childminder engages well with children during play. She interacts well with them, offering opportunities to develop their knowledge further. For example, children carry soft toys, pretending these are their babies. The childminder is swift to encourage children to explore other animals that carry babies in their tummies and those that lay eggs. However, the childminder does not consistently demonstrate the same skill in extending children's knowledge during planned activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently identifies the signs and symptoms which could indicate that a child is at risk from harm. She discusses the correct process to follow when reporting concerns to the appropriate authority. The childminder completes regular safeguarding and first-aid training. This ensures that her knowledge remains up to date with changes in legislation. The childminder supervises children well during all activities and works hard to ensure their safety. She completes regular risk assessments on her setting and when on trips out.

What does the setting need to do to improve?

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

- consistently support children's development by extending their learning beyond what is intended in planned activities.

Setting details

Unique reference number	EY446020
Local authority	Hertfordshire
Inspection number	10289129
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in Hatfield, Hertfordshire. She operates from 9.00am until 4pm, Monday to Thursday, during term time only. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 provision.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of several children.

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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