

Childminder report

Inspection date: 21 February 2024

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 are very happy to attend this setting. They arrive with a big smile and settle very quickly. The childminder creates a fun, safe and stimulating environment that ignites children's curiosity. She provides opportunities for the children to explore independently and choose what they would like to access and explore. As a result, children become deeply engrossed in exciting activities. For example, children enjoy exploring the pretend food. The childminder encourages them to notice the difference between a 'whole tomato' and a 'sliced tomato', while exploring the size and colour. Children concentrate intently and are able to name most colours. This helps build on children's mathematical skills and understanding of the world.

The childminder is very warm and nurturing and has high expectations of children. They rise to the challenge by following the childminder's routines and boundaries exceptionally well. Children help with tidying up, which helps them feel valued and involved. Children behave well and show high levels of respect and consideration towards their peers and childminder. Children form strong relationships with the childminder, who in turn responds to their needs promptly and with kindness. The childminder manages children's behaviour with patience and empathy. In addition, she values children's achievements, offering praise and affirmation. This helps build on children's self-regulation, confidence and emotional resilience.

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

- The childminder offers a diverse and inclusive practice. She takes into account children's interests, needs and abilities when planning a wide range of stimulating activities. For example, the childminder encourages the children to count in sequence from one to 10. She also supports them to identify that after six comes seven and so forth. This helps build on children's numeracy skills and cognitive development.
- The childminder is an exemplary role model for the children. She models language well and engages children in meaningful conversations. She introduces new words and concepts such as 'small', 'medium' and 'big'. However, the childminder does not consistently review the planning to ensure children benefit from challenge that extends their learning and that the new knowledge is securely embedded.
- The childminder creates fantastic opportunities for children to explore a wide array of media and materials to develop their creativity and fine motor skills. Children enjoy applying glue with great control on the paper, to stick various colourful shapes on. Children talk about what they are doing, confidently naming some shapes such as 'triangle', 'circle' and 'heart'. Children maintain their focus for extended periods while the nurturing childminder supports them in their

learning. This helps develop children's listening and attention skills and increases their concentration span.

- Children have fun creating their own structures using colourful pom-poms. They work hard and concentrate well to balance the pom-poms on top of one another to make a snowman. Children describe its features and feel proud of their end result. This supports children's imaginative skills, hand-to-eye coordination and understanding of the world.
- Children enjoy exploring the playdough to strengthen their hand muscles and dexterity. They mould the dough with their hands, turning it into worms and balls. The childminder encourages the children to sing their favourite nursery rhyme about a wriggly worm and complete the missing words. Children laugh with excitement, showing great levels of energy and enthusiasm. This further enhances their confidence while expressing themselves creatively.
- The childminder has good knowledge and understanding of children's development. She completes regular observations to track children's progress. The childminder completes next steps in children's learning and shares these with the parents.
- The childminder has a clear vision for her setting. She constantly reflects on her practice and strives to deliver high-quality care and education. The childminder finds inspiration in the positive relationships she has built with other childminders from the local community. The childminder often organises fun trips and outings to enhance children's experiences and social interactions. The childminder completes regular and relevant training to keep her knowledge current.
- Partnership with parents are effective. Parents appreciate the progress their children make. They value all the fun and stimulating activities the childminder organises for all children and admire her kind, flexible and knowledgeable nature.

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:

- review the curriculum planning so that children benefit from challenge that extends their learning further.

Setting details

Unique reference number	EY451791
Local authority	Hertfordshire
Inspection number	10316866
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	6
Number of children on roll	8
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2013 and lives in Hoddesdon. The childminder operates Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of early education of two-, three- and four-year old children.

Information about this inspection

Inspector

Anca Sandu

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 childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Parents spoke about the setting to the inspector, who took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with 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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