

# Childminder report

---

Inspection date: 16 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are very happy in the childminder's care and they enjoy spending time together. Children lead their own play and become absorbed in imaginative activities. They confidently express their ideas, using the phrase, 'I know,' as they add further depth to their play. The childminder provides many resources that children access freely. They know what toys they want to use and where to find them. This helps children to gain good independence.

The childminder uses play as her main focus of teaching. She offers children suitable challenge, for instance by asking questions to extend their thinking skills. The childminder is aware of some children being less confident than others. She is patient and gives children time to think and respond appropriately. This contributes to the good progress all children are making.

The childminder helps children to learn how to keep themselves safe. For example, she talks to them about why they need to clear away toys they have finished playing with. When she takes children on walks in the local community, the childminder has secure procedures in place that children follow. For example, they know where the best places are to cross roads safely.

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

- The childminder plans her activities based on children's interests. For example, she provides opportunities for children to practise mark making as they use paint. Children show their developing skills as they use brushes, roll conkers and dab with corks.
- The childminder provides resources that encourage children to think about letters' sounds as they play. For example, they have building blocks with letters on. Children spend time searching for the one that has the letter their name starts with.
- Children enjoy using a numbered hopscotch mat and count well to ten. The childminder knows which children to challenge further in this and asks them to try counting backwards. Children are pleased when they succeed.
- Children understand how to use books for pleasure and to gain information from. As they pretend to go on holiday, they are keen to pack books in their bags. Children sit together and share books. They carefully look at the pictures to gain knowledge to support their interests, for example in dinosaurs.
- Children's behaviour is good. They listen to the childminder and respond positively. The childminder models kindness and encourages good manners. Children copy these positive attributes in their interactions with each other.
- Parents are complimentary about the childminder. For example, they state she gives them regular updates on how children are learning and developing. This

helps them to support children's learning at home. The childminder talks about how moving away from using daily diaries to electronic messages has impacted positively on information sharing.

- The childminder reflects on her practice and looks at ways she can improve. She talks about how training impacts on her knowledge and teaching skills. For example, she feels her confidence in teaching children about sounds and letters has increased.
- The childminder constantly talks to children about what they are doing and asks them questions to help extend their learning. However, at times, she uses the wrong tense of words as she talks. This does not support children to develop the best communication and language skills.
- The childminder gains good information from parents on children's early experiences and what they can do when they join her setting. However, she does not always precisely track all children's progress from the start to help her to build on their skills in the best possible ways.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has strong safeguarding policies and procedures in place. She has a good understanding of how to recognise and respond to any signs that children may be at risk of harm. The childminder is aware of agencies in her local area and knows how to pass on concerns to them. She undertakes regular training to help her to keep her knowledge relevant and up to date.

## **What does the setting need to do to improve?**

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

- model speech in the correct ways, in order to further support children's communication and language development
- track the progress individual children make more precisely, so specific areas of development can be targeted to support children to make more rapid progress.

## Setting details

<b>Unique reference number</b>	140284
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063667
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	15 January 2016

## Information about this early years setting

The childminder registered in 1997 and lives in Hemel Hempstead. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jill Hardaker

### Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector looked at a sample of policies and procedures which included documents relating to safeguarding and complaints.
- The inspector observed the childminder joining in activities and play with children and discussed the learning that was taking place with her.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019