

Childminder report

Inspection date: 8 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children receive ample amounts of sensitive care and attention from the childminder and her assistant. The childminder provides more challenging resources for older children and responds appropriately to their requests for extra food. Babies benefit from lots of cuddles and react positively to the childminder's soothing voice during nappy changes. Children greet each other with big hugs when they arrive at the childminder's home. This shows how happy and secure they are to spend time learning and playing together. Overall, children respond well to the childminder's high expectations for positive behaviour and conduct. They display good manners when speaking and share toys saying, 'Now it's your turn'. Even the younger children participate eagerly during tidy-up times. They say 'back' after completing a puzzle, which indicates their understanding that the pieces must go back in the box. Outdoors, children play bat and ball, run around to catch bubbles and ride on cars to promote their physical development. Active play is also encouraged indoors, as children run around pretending to be cars with the childminder and her assistant. During this game, children develop their knowledge and understanding of the world as they discuss traffic lights and roundabouts.

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

- The childminder's home is well organised to allow children free movement and independent access to toys at their levels. The childminder makes necessary adaptations to activities to suit individual needs and ensure all children can participate. For example, older children sit at a table to draw pictures and talk about the meanings behind their marks. Babies participate in the same activity by sitting close by on the floor to create their own pictures.
- The childminder makes a wide variety of books available to children at all times. She also hides books inside baskets of sensory items and uses them spontaneously to teach children how to access information. For instance, when children cannot decide what to sing, the childminder looks through a storybook with them for inspiration.
- The childminder and her assistant play perseverance and concentration games with children. Games such as throwing beanbags into buckets, build children's resilience to setbacks in an age-appropriate way. When children's determination to succeed pays off, they celebrate their achievements together, calling out 'I did it!'.
- The childminder develops children's good hygiene practices, such as washing their hands before meals and after toileting. She promotes healthy eating by offering a variety of fruits at snack time for children's choosing.
- The childminder's expectations for behaviour are high. However, when children struggle to manage their own behaviour, she does not talk to them about emotions. Nor does she teach children about the impact their behaviour has on

others.

- Parents speak very highly of the childminder and describe her childcare setting as their children's 'second home'. They feel well informed about their children's learning and development and are satisfied with the levels of communication. The childminder sends weekly photographs of activities to parents, and receives photographs and messages about children's interests at home. These communications help her to plan activities to extend the learning further.
- The childminder regularly completes online training courses and webinars to help improve her knowledge and enhance her teaching. She shares her learning with her assistant.
- The childminder and her assistant consistently assess children's levels of understanding. They extend children's vocabulary through appropriate questioning, meaningful conversations and role modelling correct language. Older children are supported to count items up to 30 and use descriptive words such as 'enormous'. Younger children articulate their knowledge and understanding through words such as 'bubble', 'pop' and 'honk honk!'.
- Children's independence is consistently developed throughout the day as the childminder and her assistant involve children in making decisions. Taking children's views into account about activities and how to do things promotes children's problem-solving skills and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to recognise signs of abuse and how to refer their concerns by following local safeguarding procedures. They also know the correct whistle-blowing procedure if they have any concerns about an adult who works with children. The childminder reviews and updates her safeguarding policies on a regular basis to ensure her procedures are highly effective in keeping children safe. She risk assesses her home daily to ensure that the indoor and outdoor environments are safe and secure places.

What does the setting need to do to improve?

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

- support children to understand the impact their behaviour has on others, to help them manage their own feelings and behaviour more effectively.

Setting details

Unique reference number	EY382645
Local authority	Hertfordshire
Inspection number	10127193
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	29 April 2015

Information about this early years setting

The childminder registered in 2008. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacky Reynolds

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how she delivers children's care and education in line with the early years foundation stage.
- The inspector observed the quality of education and daily routines during indoor and outdoor activities and free play.
- A meeting was held between the childminder and the inspector to evaluate the effectiveness of her policies and procedures.
- Discussions with parents took place, and written feedback from absent parents was read by the inspector to take a wide range of parental views into account.
- The childminder took part in a joint observation with the inspector to observe her assistant's interactions with children during an adult-led activity. They jointly evaluated areas of strength and areas for improvement.
- The inspector viewed relevant documents to check the childminder's qualifications and the evidence of suitability of all adults living and working in the home.

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 2020