

Childminder report

Inspection date:

8 December 2022

Overall effectiveness	Good
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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

The childminder creates an outdoor, magical environment under a canopy and in a cosy cabin that supports the intent of an ambitious curriculum based on the 'curiosity approach'. Children are happy and comfortable in the childminder's home. They learn familiar routines and benefit from the calm and reassuring way that the childminder interacts with them. Children are exposed to a wide range of activities. The childminder builds on what children already know and plans a range of interesting experiences. For example, the children engage with a sensory mixing and pouring activity to make 'hot chocolate'. Children are excited and enjoy stirring the different liquids. One child offers to make a 'hot chocolate' and pours the water and foam into a cup. The childminder encourages the pretend play through conversation such as, 'You have filled it up right to the brim.' She also extends the play by asking the child how they could cool the hot chocolate down.

Children have formed positive, secure attachments to the childminder, which promotes their well-being and independence. For example, a child demonstrates independence by changing out of their snow-suit, hanging it up on a hook, then putting on their socks independently. Parents feel that their children are safe in the childminder's hands and the childminder provides 'ingenious ways of learning' through a wide range of authentic resources and experiences.

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

- The childminder encourages children's imagination through open-ended play, which provides children with opportunities to shape their own learning and develop their own interests.
- Children have opportunities to develop their individual interests. For example, one child who shows a keen interest in birds, is further encouraged through the childminder providing visuals of different types of birds, such as a goldfinch.
- The childminder uses opportunities, such as a cold morning, to develop children's understanding of seasons through using the senses. For example, children touch the grass and look at the droplets of water. This leads to new vocabulary being introduced, such as 'frosty' and 'icy'. This prompts one child to wrap the baby doll in warm clothes, demonstrating an understanding of cold weather as well as a caring nature, which is encouraged.
- Children benefit from regular outings and experiences to develop an understanding of the world around them, such as visiting local woods, parks and lakes. These trips are carefully risk assessed to ensure the safety of the children.
- Parents feel well informed of the childminder's curriculum and their children's progress through daily updates. The childminder shares information with parents regularly and keeps them informed. The childminder gathers detailed information from parents about what children know and can do when they first

start with her.

- Children are encouraged to lead a healthy lifestyle through eating healthy snacks, such as watermelon, and being involved in physically active play outdoors.
- The childminder has a clear and ambitious vision for providing high-quality, inclusive education for all. This is realised through strong shared values and the effective partnerships between the childminder and parents.
- The childminder shows the children warmth and affection. She speaks in a gentle and calm manner and knows how to settle children when they are struggling to self-regulate their feelings.
- Children are encouraged to explore by the childminder, who regularly gives children options to make choices.
- The childminder has a clear intent for the curriculum, focusing on the prime areas of learning. However, children do not always demonstrate high levels of concentration during activities.
- Resources are managed sustainably, effectively and efficiently. The childminder provides a wide range of well-thought-out, natural resources and real-life objects, such as teapots and feathers. These inspire children to further explore.
- The childminder provides an inclusive service to all children and has the same ambitions for all children. She considers the risk of resources for the different ages of the children, for example finding alternative foods to cater for babies in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a well-embedded culture of safeguarding that facilitates arrangements to identify children who may be at risk of harm. The childminder has a secure understanding of the procedures to keep children safe. She knows the signs that may indicate a child is at risk of harm and recognises the possible signs that a child may be at risk of exposure to extreme views and behaviour. She is confident about the action to take should she have concerns about children's welfare. She supervises children closely and carries out vigorous risk assessments to minimise hazards and to ensure children's physical health is secure. The childminder demonstrates good knowledge of the 'Prevent' duty strategy and safeguarding requirements. The childminder holds up-to-date paediatric first-aid training.

What does the setting need to do to improve?

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

- embed the curriculum further so that the impact is clearly demonstrated in the children's focus and engagement during activities.

Setting details

Unique reference number	402417
Local authority	Hertfordshire
Inspection number	10263267
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	0 to 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 April 2017

Information about this early years setting

The childminder registered in 2001 and lives in Hatfield, Hertfordshire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Louise Jennings

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 provider and has taken that into account in her evaluation of the provision.
- The childminder gave the inspector a tour of the premises and completed a learning discussion.
- The inspector observed the childminder's and children's interactions and routines.
- The inspector reviewed documents. These included relevant policies and evidence of the paediatric first-aid certificate.
- Parents shared their views on the childminder and her provision, and the inspector took these into account.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.

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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