

# Childminder report

---

Inspection date: 18 January 2023

---

**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

The childminder provides a warm and welcoming, home-from-home environment, where children are happy and settle quickly. Children develop strong bonds with her and show that they feel safe and secure in her care. They behave well as the childminder is an excellent role model. She gives children lots of praise, telling them 'well done' when they are helpful. The childminder is aware of the impact the COVID-19 pandemic has had on some aspects of children's development. She places a strong focus on supporting children to become more confident and developing their speech and language skills. Children learn new words during activities such as games, stories and songs. For example, they proudly name the items in their basket as they play the 'shopping game'.

Children lead their own play. They choose from the wide range of accessible toys and equipment. The childminder has a good understanding of children's individual interests and how to use these to help support their learning. For example, she knows that children enjoy playing with vehicles and construction resources. Young children happily explore the building bricks. They show good control as they push them together to make a tower. The childminder encourages independence in everyday tasks. Children are developing the skills they need in readiness for school.

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

- The childminder clearly enjoys her role. She knows what children can do well and what they need to learn next. High importance is placed on children learning to be independent. The childminder encourages them to cut up their own snacks, put away their toys and manage their own self-care routines.
- Children are given good support as they begin to develop their speaking skills. The childminder continually talks to children, modelling language to extend their vocabulary. She encourages children to repeat words and talk about their past experiences. For example, children excitedly talk about their recent trip on a train. The childminder routinely includes mathematical language, such as counting, shapes and colours, during activities.
- Children develop a love of books and enjoy listening to stories. They can access their favourite books from a low-level book stand. Children take part in a range of creative activities that support their early writing skills. For example, they enjoy exploring the play dough, and use paint, chalks and pencils.
- The childminder regularly takes children on trips in the local community. They enjoy visits to parks, shops and the local church. This helps children to build on their life experiences and develop their understanding of the world. Children benefit from sessions spent at local toddler and music groups, where they learn to mix, share, and participate with others in group activities.
- Children explore toys that introduce them to technology. They learn that

batteries are needed in the remote control car to make it work. The childminder reminds them to switch it off before they put it away. Children develop good hand-to-eye coordination as they move the stick forwards and backwards, and from side to side, to make it go in the required direction.

- Parents' feedback shows that they are very happy with the childminder's care. They say that she is 'supportive, helpful, caring and reliable'. Parents particularly appreciate the visits to the local groups where their children have good opportunities to play with other children in the locality. The childminder regularly shares information with parents about their children's progress, which helps them continue to support this at home. Parents comment that they 'would be lost without her'.
- Children benefit from daily fresh air, exercise and activities that offer physical challenge. For example, they love to play football at the park. Young children learn to kick, throw and catch a ball. They ride on scooters and balance bikes, and have fun jumping and climbing in the soft-play area. The childminder encourages children to have healthy lifestyles. For example, they use good hygiene routines, rest when they need to and discuss healthy foods at mealtimes.
- The childminder reflects on her practice and the service she provides. She identifies her strengths and aspects she would like to improve. The childminder meets up with other childminders to share information and good practice. She ensures that all mandatory training is updated. However, the childminder has not considered how her professional development could be strengthened to help to improve her practice even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed relevant training and understands the procedures to follow if she has any concerns about a child's welfare. She can clearly identify the signs and symptoms that may indicate a child is at risk. The childminder demonstrates a good awareness of wider child protection issues, including radicalisation and county lines. She supports children to gain a good understanding of their own safety, such as how to cross the road. The childminder has been particularly vigilant in providing a safe environment during the pandemic. For example, she arranged settling-in sessions for new children at the park, where they could get to know each other outside.

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

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

- take advantage of professional development opportunities to continually enhance the care and teaching practices.

## Setting details

<b>Unique reference number</b>	127892
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10234136
<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 at time of inspection</b>	3 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	22 February 2017

## Information about this early years setting

The childminder registered in 1982 and lives in Ware, Hertfordshire. She operates Monday to Wednesday, from 7am until 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jacqui Oliver

## 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 setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.

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 2023