

Childminder report

Inspection date: 21 March 2023

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 happy and settled in the childminder's welcoming environment. The childminder has a caring nature where children regularly check in, establishing close bonds with one another. Children show an interest in learning and behave very well. They are very friendly, talk about what they see during their play and demonstrate turn-taking with resources. The childminder responds to children and supports them with understanding routines. She models how to support children with tidy-up times when children have finished to help develop their self-esteem.

Children show an interest in a variety of play food they see. For example, they talk about the colour of broccoli and how eating this can make them feel full and strong. The childminder helps children understand different scents. They explore scented and different-coloured play dough, and build their communication and language skills as they describe what they see and smell. The childminder supports children with extending their senses further. For example, children make 'wiggly worms' and talk about how this feels in their hands. They use their fingers and palms to create small worms and big worms, by rolling and pinching play dough to create different sizes. The childminder supports children's interests and recognises the importance of developing their social skills further.

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

- The childminder supports children to build on their interests. She provides a broad curriculum and is responsive to children and their learning needs. The childminder knows the children well and discusses what they are working towards. However, at times, the childminder is unclear about the learning intention of activities and what children need to already know before doing these, so that they get the best out of them.
- Parents report they are happy with the childminder and the regular efforts made to communicate with them. They feel welcome at the childminder's home and positively discuss that children are offered a range of activities to learn and explore. The childminder extends partnerships through regular sharing of information, where parents can take their children's folders home to have further insight into their learning and development.
- Children choose play resources and show an interest in books. They like to look through pictures and talk about what they see, using their imagination. The childminder supports children to learn new sounds and words, using their finger to point to letters in a word and then making sounds. Children are given time to respond, gather their thoughts and repeat what they have heard, extending their communication and language skills.
- The childminder supports children with hygiene routines. Children gain a good understanding of washing their hands before snacks and meals. The childminder

regularly checks in with children who are toilet training and responds to their individual needs, developing self-care skills. Children are supported with becoming independent as they self-serve their own drinks and snacks, and know what to do next when they are finished.

- The childminder supports children with having meaningful conversations. They explore a range of scents in play dough and use their imagination to talk about what they might like it to smell like. The children engage in conversations with visitors and are confidently supported in developing their speech and language, asking a variety of questions.
- The childminder is experienced and has undertaken mandatory training. She reflects on the services and care she provides and how she can develop this further. However, she has not identified opportunities recently to build and reflect on her professional development to enhance her good practices.
- Children show a love for singing and movement to music. They like to choose their favourite nursery rhymes and act out simple movements. Children can recall what they have learned and develop sustained concentration. The childminder reflects on the importance of children expressing themselves positively and how children are learning new words in a way that is fun for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to safeguard children. She undertakes training to ensure she is informed in all aspects of child protection, including wider issues, such as female genital mutilation and 'Prevent' duty. The childminder understands how to report concerns and is aware of signs and symptoms of abuse and/or neglect. She ensures that potential risks and hazards are identified, prioritising the environment that children play in. The childminder reviews safeguarding policies and procedures in place to ensure the welfare and safety of all children.

What does the setting need to do to improve?

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

- focus more precisely on the aims of activities for individual children's learning to make the best possible progress
- build on existing knowledge and identify professional development opportunities to continually reflect and enhance on teaching and care practises.

Setting details

Unique reference number	162319
Local authority	Hertfordshire
Inspection number	10280589
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 August 2017

Information about this early years setting

The childminder registered in 2001 and lives in Sawbridgeworth. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Courtney McAllister

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 her evaluation of the setting.
- The inspector observed activities and assessed the impact these had on children's learning. The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The inspector viewed relevant documentation, such as paediatric first aid, including the safeguarding procedures and proof of the suitability of household members.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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