

Childminder report

Inspection date: 21 July 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

Children are happy and settled and they have positive relationships with the childminder. They have formed loving bonds with the childminder and seek cuddles from her when needed. The childminder's interactions with the children are warm and responsive. Children are happy to interact with one another and the childminder. For example, they talk about their experiences, such as starting nursery and going on holiday.

Children feel safe and secure. They follow familiar routines and demonstrate a positive attitude to learning. They follow their own interests and choose how to spend their time. The childminder supports the children's learning through play and facilitates this. For example, she provides water and resources for the children to wash the bicycles. The childminder values the children's individuality and interests. This helps children to develop their self-esteem.

Children develop their self-care skills. They select resources they need themselves, wash their own hands and learn how to dress themselves. This helps to develop their self-confidence. Children learn about the world around them through the activities that the childminder provides for them. Children grow their own fruits and vegetables. They enjoy investigating the growing tomatoes and eating the peas that they had grown. This helps children understand where food comes from and helps encourage them to lead a healthy lifestyle. The children enjoyed sharing photos of their recent sports day, an opportunity for them to take part in exercise and receive a special medal.

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

- The childminder provides a suitable learning environment where children play indoors and outdoors. The space and resources enable children to follow their interests and extend their learning. For example, children access dolls and accessories as they discuss how to take care of the 'babies', developing their language and communication skills.
- The childminder places high value on literacy, ensuring children have access to a range of books. As she reads, children snuggle in, demonstrating high levels of concentration. Children confidently learn to turn the pages and point out what they can see on each page. They choose books to share with the childminder. This helps children develop their early reading skills.
- The childminder's curriculum covers all areas of learning. However, at times, the childminder does not extend children's mathematical skills to the fullest extent. She does not give children opportunities to regularly count objects and items to develop their secure understanding of numbers up to five. This does not support children to make the best possible progress in their development.

- Children are encouraged to lead a healthy lifestyle. The childminder provides children with a selection of healthy home-cooked meals and ensures they have access to fresh fruit and vegetables. Children have daily access to fresh air and exercise. Children learn how to take care of their teeth. The childminder supports parents with this too, discussing the importance of moving from drinking out of a bottle to a cup, to support children's oral health.
- The childminder works in partnership with parents and they speak very highly of her. They share, 'She goes above and beyond in every way. She is a mother figure, warm, affectionate and fun'. The parents particularly value the childminder's artistic flair. They praise the fantastic window displays she creates with the children to educate them on important topical events, such as 'no-mow May' and Pride Month. Parents share that their children love attending and praise the ethos she has created, sharing that 'She builds an inclusive environment, everyone is welcome and she teaches kindness and respect'.
- Children's behaviour is very good because the childminder is consistent in her approach to managing behaviour. She uses the children's interests to try to distract them if they become upset. The childminder encourages children to use their manners and share with one another. She uses positive reinforcement to promote her setting rules and boundaries. Consequently, children behave well and are respectful.
- The childminder regularly takes children out into the local community. They visit the local woods, have picnics, visit the lake, go to the local splash park and take a ride on the bus. These experiences help children to learn about their local community and to meet with larger groups of children to develop their confidence and social skills.
- The childminder is nurturing and kind and recognises this as one of her own strengths. However, the childminder does not thoroughly evaluate her setting's strengths and weaknesses to enable continuous improvement. She does not access training to help her to support children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training on safeguarding. She has a clear understanding of the signs and symptoms that may indicate that children are at risk of abuse. The childminder knows the actions to take if she is concerned about a child's welfare. The childminder completes regular risk assessments for all areas of her setting, including a risk assessment to ensure that children are kept safe around her household pets.

What does the setting need to do to improve?

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

- enhance teaching to further develop children's understanding of early mathematics through their play and activities
- evaluate knowledge, skills and practice and target professional development opportunities to support children's learning to the highest level.

Setting details

Unique reference number	123498
Local authority	Hertfordshire
Inspection number	10289145
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 November 2017

Information about this early years setting

The childminder registered in 2000 and lives in St Albans. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emma Barton

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 joined the inspector on a learning walk and talked to the inspector about the curriculum and children's learning and development.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector read written feedback from several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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 2023