

Childminder report

Inspection date: 28 November 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and behave well. The childminder supports them to share and take turns and is consistent in her approach. This helps children to understand expectations. Children have good opportunities to talk about their worries. For example, the childminder has introduced a 'worry monster'. This enables children to share their concerns, if they feel able to. This is an effective way of encouraging children to talk about how they feel.

The childminder has a close bond with the children in her care. She has a gentle approach and meets the children's individual care needs. The childminder makes regular observations and assessments. She shares the good progress children make with their parents. Children are secure in their learning and development. They show interest and enjoyment as the childminder interacts enthusiastically.

The childminder helps children to learn about their local community. Children explore the local woodland, church groups and activities with interest. They make friends with each other and are praised effectively by the childminder for their kindness. This supports their personal, social and emotional development. Children are confident and independent. For example, young children try to put their own shoes on as they get ready. The childminder praises children's efforts, which promotes their self-esteem.

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

- The childminder uses all opportunities to introduce children to new words. For example, during an activity relating to autumn, children explore leaves, feeling different textures and finding the hidden 'hedgehogs'. The childminder sings rhymes to the children and introduces words such as 'spiky' and 'squishy'. This extends children's language development.
- The childminder has a strong partnership with parents and other professionals. Their communication is effective. Parents comment that the childminder adapts her setting and is passionate about her role, and they say that their children are happy and developing well in her care. The childminder keeps parents informed about what their children do in the time they spend with her. This has a positive impact on children because it enables parents to extend their children's learning at home.
- The childminder ensures that her own professional development is updated. She has completed a wide range of training since her last inspection. This helps to ensure that she remains up to date. When the childminder works with an assistant, she ensures that the assistant has the required knowledge and understanding to promote children's learning and keep them safe.
- Children demonstrate their love of books and stories. They show excitement as

the childminder reads in a way that engages them. She introduces puppets and cuddly toys to the stories she tells, and children respond with interest. The childminder provides good opportunities for children to talk. She remodels and recasts many words to ensure that children hear the words correctly. This has a positive impact on young children who are learning their first words.

- The childminder gathers information from parents when children first start with her. She continues to share information with parents, giving them regular opportunities to share updates and changes relevant to their children. However, the childminder does not gather sufficient information to help precisely identify what children already know and understand, to support their continued learning right from the start.
- Children develop a good understanding of the importance in following appropriate routines. For example, they independently wash their hands before mealtimes. They eat a range of balanced foods and talk about making healthy choices. This helps to support children's understanding of what contributes to a healthy lifestyle. Children are active. They have daily opportunities for fresh air and exercise, which promotes their physical development.
- The childminder's curriculum is ambitious for all children. It is designed to introduce new learning through a schedule of topics and themes. Children take part in activities and experiences that are planned in line with a 'topic of the month'. For example, children learn about space. They create rockets, which relate to recent firework celebrations. Younger children learn about autumn. However, on occasions, new learning does not consistently build on what individual children already know.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She attends regular safeguarding training and is aware of her local community through research and ongoing discussions with other providers and local childminding networks. The childminder supports children's understanding of how to stay safe online. She helps older children, through discussions, to understand the potential dangers of the internet. This helps to promote children's safety and welfare.

What does the setting need to do to improve?

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

- find ways to plan and sequence the curriculum so that it consistently builds on what individual children already know
- collect more information from parents about children's knowledge, skills and prior experiences, to help support their continued learning right from the start.

Setting details

Unique reference number	EY463969
Local authority	Hertfordshire
Inspection number	10295485
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 December 2017

Information about this early years setting

The childminder registered in 2013 and lives in Abbots Langley. She operates from 7.30am to 5.30pm, Monday to Friday, term time only. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant, when required. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jo Rowley

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 and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector spoke with children throughout the inspection. Children told the inspector about the activities they enjoy taking part in.
- The inspector observed the childminder's interaction with children during adult-led activities and reviewed this with the childminder.
- The inspector took account of parental views and feedback. A sample of documentation was viewed, including the childminder's first-aid certificate.

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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