

# Childminder report

---

Inspection date: 6 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

The childminder creates a warm and homely environment that supports children to settle well and enjoy their time in her care. Children enthusiastically explore activities with their friends. They become deeply engaged in play because the childminder ensures that activities support their interests and learning needs.

Children demonstrate high levels of confidence in their play. The childminder encourages this by offering an abundance of praise for children's efforts and achievements. She skilfully identifies when children may be struggling in activities and swiftly adapts them to ensure they are suitably challenging. For example, when children struggle to stack the wooden bricks in a counting activity, the childminder encourages them to use ones that can stick together. Children delight at their success and the applause they receive.

Children are confident communicators who talk enthusiastically to others and demonstrate an increasingly varied vocabulary. The childminder provides opportunities for children to explore books and listen to stories. She engages children in meaningful conversation throughout the day, encouraging them to talk about topics that are of interest to them. Crucially, she recognises when children mispronounce words and corrects them, consistently role modelling good language.

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

- The childminder supports children's critical thinking skills well during all activities. She asks them age-appropriate questions and allows them time to explore their ideas and respond. For example, during a painting activity, children discuss other objects in the environment that are of the same colour.
- Children are kind to one another and cooperate well during activities. Older children pass objects to babies and support others in completing tricky tasks. For example, when their friends struggle to draw around their hands in a craft activity, children are swift to offer help and encouragement to complete their drawings.
- The childminder adapts activities well to meet the learning needs of all children. Older children collect bricks with tweezers to develop their fine motor skills. This supports them to develop strong hand muscles required for writing. Babies delight at stacking and knocking down piles of the same bricks. This supports all children to make good progress from their starting points.
- Children form close bonds with their childminder and develop strong friendships with one another. Babies cuddle up to the childminder and seek her out for support when tired or hungry. Older children become deeply absorbed in imaginative play with one another. For example, they gather musical instruments and make their own band. They giggle and tell adults about the songs they are

playing with their 'best friend'.

- Relationships between the childminder and parents are strong. The childminder establishes methods of communication that meet the varied needs of families. She regularly shares information about children's daily routines and progress and offers advice and support where necessary. Parents comment on how children enjoy their time in the childminder's care and how they look forward to attending.
- Children are developing a good understanding of healthy lifestyles. They enjoy a variety of nutritious meals and snacks and confidently discuss the foods that are good for them. Children have access to outdoor play in the large garden and on trips to local parks and zoos. This provides them with opportunities to be active and enjoy fresh air and physical play.
- The childminder ensures that her home is safe for all children who attend. She completes regular risk assessments and uses age-appropriate equipment. The childminder has a good understanding of safeguarding issues. She confidently identifies when children may be at risk of harm and explains the correct process to follow when reporting her concerns.
- Children are aware of the rules in the setting and support one another to adhere to them. For example, during a painting activity, children remind one another that paint belongs on the paper and not in their mouths. However, on occasion, when children become frustrated in their play, they are observed throwing toys and behaving inappropriately.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- develop age-appropriate strategies to support children to gain a deeper understanding of their emotions and express their feelings appropriately.

## Setting details

<b>Unique reference number</b>	EY467137
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10308423
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	20 March 2018

## Information about this early years setting

The childminder registered in 2013 and lives in Hemel Hempstead, Hertfordshire. She operates from 8am until 5pm, on Monday to Thursday, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Antonia Campbell

### 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 their evaluation of the provider.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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 2024