

Childminder report

Inspection date: 6 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly with the childminder and her co-childminder. They happily greet visiting adults. Children confidently introduce themselves and their friends. Older children share their own experiences with visitors. They talk about where they have been over the weekend and listen politely to the visitor's response.

Children use their imaginations as they look at their favourite books. They make suggestions to the childminder about what might happen next. For instance, they talk about how the characters in the story they are looking at could go in a spaceship. The youngest children learn to handle books carefully. They concentrate intently as they listen to the story. Once the story has finished they take a closer look at the book, exploring it with great interest.

Children develop their independence. For instance, the youngest children learn to feed themselves. They follow the childminder's instructions, for example when she talks to the children about moving their knife backwards and forwards to cut their fruit. Older children help to complete tasks, such as collecting plates once their friends have finished their lunch.

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

- The childminder supports children to develop their vocabulary. She repeats words back to young children so that they can hear them correctly. For instance, she talks about the banana that children are eating during snack time. Children learn number names from a young age, such as when they count the steps up to their chair at lunch. This helps children to hear and learn mathematical language.
- The childminder and her co-childminder take the children on a variety of outings. They know the children well and build on children's own experiences. For instance, children enjoy going on a train to visit a dinosaur trail. They recognise the station that they use with their parents. This helps them to make links between their home experiences and their time with the childminder.
- Parents are happy with the care that the childminder and her co-childminder provide and the support they offered during the COVID-19 pandemic restrictions. The childminder completed low-cost activities with her own young child and then shared these with the parents. For example, children completed Easter activities during local lockdowns, using household items which were readily available to everyone. Parents shared their children's creations with the childminder. This helped the childminder to celebrate the children's work with them when they returned to the setting.
- The childminder and her co-childminder work as a cohesive unit. They recognise one another's strengths and utilise these effectively. As a result, the service that

they provide runs smoothly. The childminder occasionally works with an assistant. She encourages the assistant to visit regularly so that the children can become familiar with her. This helps to support children's continuity of care. The childminder provides her assistant with appropriate support and training to help her in her role.

- Children engage well in the activities that the childminder and her co-childminder plan for them. They enjoy interacting with one another and play alongside their friends well. However, sometimes the more confident children take over the conversation and are keen to answer all of the questions the childminder asks. This means that the less confident children have fewer opportunities to share their knowledge and ideas. This makes it harder for the childminder to accurately assess what all children know and can do.
- The childminder and her co-childminder have built relationships with other settings that children attend, such as local schools. However, the relationships with staff at some settings are stronger than others. This means that the information-sharing process is not as robust as it could be for every child attending the setting. As a result, the childminder does not always share information about all children effectively enough.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of her responsibilities in relation to safeguarding. She recognises the signs of abuse and has appropriate systems in place to raise any concerns in a timely manner. The childminder reviews her written policies regularly. This helps her to ensure that she has the most recent contact details for other agencies. The childminder regularly completes relevant training. She recognises the signs that a child may be at risk of exposure to extreme views or behaviour. She has appropriate systems should she need to raise concerns about her co-childminder or her assistant.

What does the setting need to do to improve?

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

- enhance opportunities for the less confident children to share their knowledge and thoughts with others to support even more accurate assessment of what they know and can do
- develop relationships with staff at other settings the children attend to share information regarding children's well-being and development even more effectively.

Setting details

Unique reference number	2506670
Local authority	Hertfordshire
Inspection number	10207771
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 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She works with another childminder and a registered assistant in Watford, Hertfordshire. The childminder operates from 7.30am to 5pm, Monday to Thursday, all year round, except for bank holidays and two weeks at Christmas. The childminder holds a relevant early years qualification at level 5. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the provider 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 had a tour of the rooms that are used for childminding.
- The childminder and the inspector held discussions regarding children's progress and learning.
- The inspector observed the childminder interacting with children. She considered the impact of these interactions on children's learning and development.
- The inspector viewed a range of the childminder's documents, including evidence of the suitability of adults and qualifications.

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 2022