

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 form friendships with one another. They help with tasks, such as passing out plates and cups at mealtimes. Children wait patiently for their friends to join them at the table. They all join in and sing songs about washing their hands. This helps them to learn about the importance of removing germs.

Children engage fully and have fun with the childminder and her co-childminder. They develop a love of stories. For instance, younger children join in with familiar phrases during their favourite stories. Older children confidently retell stories. They use puppets to act out the story with the childminder and their friends.

Children are keen to develop new skills. They learn to use tools for a purpose. The youngest children watch older children using scissors and want to explore how they work themselves. They happily let the childminder help them, for example when she holds the paper so that they can concentrate on making the scissors work. They listen carefully to the guidance that the childminder gives them. The children remain fully focused and smile with delight when they cut the paper successfully.

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

- Children of all ages participate in activities together. The childminder understands how young children learn and she skilfully differentiates activities for children, for example during whole-group carpet time. The youngest children join in with familiar songs. They sit and listen as the older children talk about the day of the week and the weather. They repeat the words that they hear. This helps them to develop their vocabulary. The childminder extends the oldest children's learning further. For instance, she asks them what the date is. They think carefully before responding with the correct answer.
- Parents are pleased with the care that the childminder and her co-childminder provide for their children. They received strong support during the local lockdowns due to the COVID-19 pandemic. For instance, the childminder checked in with parents regularly to monitor children's well-being. Parents receive regular information about their children's progress. They know what targets their children are working towards. The childminder provides them with ideas to support children at home, such as helping them to develop their physical skills using balance bikes. This helps parents to feel involved in their children's learning and development.
- The childminder and her co-childminder work seamlessly together. They create a welcoming and inclusive environment for the children they care for. They share information continuously with one another. The childminder and her co-childminder monitor children closely and identify children's individual requirements, such as those with emerging medical needs. They talk to children

about people's differences, for example having different types of hair. This helps children to understand that everyone is unique.

- The childminder sometimes works alongside an assistant. She ensures that her assistant is suitable for her role and provides her with training information, such as a relevant first-aid course. The childminder recognises the importance of developing her own professional knowledge. She keeps up to date with changes in the early years industry. The childminder networks with other local childminders, for example when she attends local training with her co-childminder.
- Children enjoy playing outdoors. However, the outdoor learning environment is not yet as inspiring as the indoor environment. The childminder and her co-childminder recognise that this needs improving. Children sometimes struggle to access the resources available. For instance, children are keen to play together in the outdoor mud kitchen but there is not enough space or enough tools to support their learning. This means that children cannot initiate their own learning experiences as freely as they can indoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She recognises the different signs that may indicate children may be at risk of abuse. She regularly completes safeguarding training to ensure that her knowledge is up to date. The childminder has a range of relevant policies in place, which she reviews regularly. She understands her responsibility to raise concerns regarding her co-childminder or her assistant if they arise. The childminder is aware of a wide range of safeguarding issues, including signs that children may be at risk of exposure to extreme views or behaviour.

What does the setting need to do to improve?

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

- continue to develop the outdoor learning environment so that children can make the most of their learning opportunities independently as they play outside.

Setting details

Unique reference number	2514899
Local authority	Hertfordshire
Inspection number	10207874
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. She operates between 7.30am and 5pm, Monday to Thursday, all year round, except for bank holidays and two weeks at Christmas. The childminder holds an appropriate early years qualification at level 3. 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 held discussions with the childminder, her co-childminder and the children at appropriate times throughout the inspection.
- The inspector observed the childminder's interactions with children. The inspector and the childminder discussed the impact of these interactions on children's learning and development.
- The childminder spoke to the inspector about how the learning environment is arranged and the curriculum that is on offer to children.
- The inspector viewed a range of appropriate documents, including suitability documents 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.

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