

Childminder report

Inspection date: 13 September 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

The passionate childminder cares for children in a bright and cheerful home. Children demonstrate that they feel safe and secure through their bond with childminder. They welcome visitors confidently, knowing the childminder is close by. The childminder has high expectations for the children. She encourages them to learn self-care skills from a young age. For example, young children explore forks and spoons when eating their lunch. Older children use a knife and fork, preparing them for school.

Children have strong relationships with each other. The childminder encourages older children to be kind and caring while playing with the younger babies. Younger children watch as older children explore the toys, attempting to copy them. The childminder provides children with lots of praise, which supports their self-esteem. Children behave well, with the childminder providing age-appropriate reminders when needed.

Children have a real sense of independence in the setting. They confidently ask the childminder to get other toys out, knowing she will follow their lead. Children have a positive attitude to learning. They are respectful of the childminder and her toys. Children use good manners with the childminder, role modelling this throughout the day.

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

- The childminder has a passion for exploring the natural world. Each day, children have opportunities to explore the local environment. For example, in the woodland area, the children explore leaves and pine cones. The childminder encourages children to listen to the sounds they can hear. This helps to develop their listening skills. Later, children collect leaves and sticks and bring them back to use in their 'bug-hunt' play.
- The childminder is knowledgeable about her children. She uses their interests to develop the next steps in their learning. For example, the bug tray offers children opportunities to talk about the colour and names of animals. The childminder extends this further by discussing where bats live and the name of baby frogs. This develops children's knowledge of the world around them.
- The childminder develops children's language skills through talking to them. She narrates play and talks through the daily routine with the younger children. This allows them to hear a wealth of different words. For older children, the childminder introduces a wider vocabulary. This extends their language skills even further. The childminder regularly reads stories to children. However, children do not always have free access to books, allowing them to develop their love of books.

- Younger babies use 'trial and error' methods as they learn to explore new toys. For example, when using a new ball run, babies position the ball in different places to see what happens. The childminder allows them to explore this independently, supporting their critical thinking skills.
- Children have plenty of opportunities for fresh air and exercise. They access the childminder's garden daily. Children develop their physical strength with visits to the local parks, where they use the equipment. Parents provide children's meals. The childminder ensures that parents are aware of healthy eating and their meals reflect this. Children develop an understanding of oral hygiene through play.
- The childminder regularly meets up with another childminder to offer children opportunities to socialise. The children build strong relationships with the other childminder and her children. This is key for their social development. The childminder network shares ideas and practice to support their own ongoing development. However, The childminder does not fully explore ways to enrich her skills and knowledge to continually build on her good-quality teaching and care practices.
- Parents are highly complimentary of the childminder. The childminder has built positive relationships with them. She regularly shares information about their child's day and next steps. Parents comment that their children have made a lot of progress since being with the childminder. They particularly appreciate the life skills their children learn, such as manners and being kind. They say their children settle easily and are very happy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about the signs and symptoms of abuse. She knows who to report any concerns to. The childminder understands the importance of reporting any allegations made against her or anyone in her household, and is confident to do so. The childminder completes regular safeguarding training. This helps to ensure that her knowledge of wider issues in society, such as county lines and the 'Prevent' duty guidance, remains up to date. Regular risk assessments are carried out to ensure that children remain safe while out in the community.

What does the setting need to do to improve?

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

- build on the strategies to encourage children to develop their love of books, and provide opportunities for them to access books independently
- explore training opportunities to help raise the quality of learning and development even further.

Setting details

Unique reference number	2542213
Local authority	Hertfordshire
Inspection number	10215385
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Watford. She operates from Monday to Friday from 7.30am until 5pm, all year round, apart from bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector
Lisa Smith

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on school readiness.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

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