

Childminder report

Inspection date: 28 February 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 secure relationships with the childminder, who is committed to providing a home-from-home experience. As a result, they are happy, settled and feel safe and secure in their environment. Children know how to behave and demonstrate good manners. For example, they say 'please' and 'thank you'. Children are respectful of their environment as they tidy toys away when they have finished playing with them.

The childminder has a good understanding of the children's next steps and how they develop and learn. Children enjoy planned activities set out to develop their senses. They squish and roll dough in their hands with focused attention. They flatten out the dough and push shape cutters into it. Children confidently name various shapes, such as a butterfly, a heart and a circle, as the childminder passes them to them. They make a pretend snake and talk about how the snake goes 'ssss'.

The childminder provides opportunities for the children to be physically active as they explore the local parks and woods. Children search for painted stones and pretend go on 'dinosaur' adventures. The childminder gives children new social experiences with other children, recognising that they may not have had these experiences during the COVID-19 pandemic. As a result, children develop confidence in social situations.

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

- Children's communication and language development is strongly supported in the setting. The childminder positively models her own language and speaking. This enables children to hear and develop their own speech and language very well. As a result, children show good progress in this area as they confidently chat away to the childminder about the toys they are playing with. Children play with 'opposites' puzzles. The childminder talks to the children about 'hot and cold' and the children match the pieces together. They look at the sun and say that it is hot, then point to the opposite puzzle piece and say that it is cold. They delight when the pieces match together and say, 'We did it!'
- Excellent opportunities are provided for children to explore their interest in literacy. Books are readily available for children to read. They thoroughly enjoy reading the books with the childminder as she extends their curiosity with appropriate questioning. Children explore what music they enjoy after reading about the giraffe's favourite music.
- The childminder knows the children well and can talk about what the children can do and what she wants them to learn and why. However, at times, assessment is not always precise enough to identify opportunities and allow

children to follow their own interests to extend their learning.

- Parents are complimentary about the childminder. They see their children make good progress in their development and comment on the strong attachments their children have made with the childminder. They emphasise the improvement in their children's language and social interactions.
- Children's independence skills are promoted well. They are encouraged to hang their coats up on the gate, and they work towards putting their coats on independently. They wash their hands in the sink independently and know the importance of having clean hands before eating lunch. The childminder works closely with parents to prepare children for potty training.
- The childminder works closely with other childminders so that the children can develop their confidence to interact with other children. Children frequently visit parks and have play dates together, which allows them to develop close bonds and friendships with other children of similar ages.
- The childminder has a clear vision for providing high-quality education. However, the curriculum for some of the most able children is not always ambitious enough. For example, some activities do not provide high enough levels of challenge to extend their learning even further. The childminder is mindful that she is evolving as a practitioner and has objectives to grow and develop. These include reflecting on her practice, developing knowledge of the areas of learning and attending further training to meet the specific needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective safeguarding arrangements in place. She has a good understanding of her responsibilities to promote children's welfare. She demonstrates a secure understanding of signs and symptoms of abuse and/or neglect, including those relating to wider safeguarding issues. The childminder understands how to refer concerns to the appropriate agencies. She carries out risk assessments of the premises and equipment, which ensures that children are cared for in a safe and secure environment. The childminder has robust measures in place to keep children safe when using electronic devices.

What does the setting need to do to improve?

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

- use assessment of the children to plan suitably challenging activities to extend their learning and follow their interests
- ensure that activities provide high enough levels of challenge to further extend the most able children's learning.

Setting details

Unique reference number	2548387
Local authority	Hertfordshire
Inspection number	10215648
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	2 to 2
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 all year round, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

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 inspector joined the childminder on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided indoors and discussed activities offered outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation. This included evidence of household members' suitability, the complaints record and safeguarding documents.
- The inspector took account of parents' written views.

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