

Childminder report

Inspection date: 15 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel comfortable in this warm and homely environment. They independently explore the numerous resources and activities the childminder provides. Children have access to a large, secure, garden area, where they develop physical skills investigating a variety of age-appropriate equipment. Children enjoy learning opportunities outside of the setting. For example, they explore sensory activities and build relationships with other children at the play group sessions they attend.

Children form close bonds with one another and cooperate well with their friends during activities. For example, children are exploring the kitchen role-play area. They pour cups of tea and bake delicious cakes, which they pass to one another and visitors. Children develop a particularly close relationship with the nurturing childminder. They cuddle up to her at story time and seek her out for affection throughout the day.

Children show high levels of emotional well-being in their play. They are confident and curious, qualities which the childminder supports with her warm and supportive interactions. Children engage well with visitors, greeting them excitedly and involving them in their play and routines.

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

- The childminder monitors children's learning well. She completes regular assessments, which enable her to identify gaps in children's development. The childminder is swift to communicate any concerns to parents, and seek additional support where necessary. This means children make good progress from their starting points.
- The childminder places a sharp focus on developing children's social skills. Children attend a variety of group play sessions, where they are learning to interact appropriately with others. The childminder engages exceptionally well with children during activities and sessions of free play. She takes every opportunity to support children's understanding of the importance of sharing and taking turns.
- Children are learning to be independent. The childminder supports them to select their own resources and tidy them away once they have finished playing with them. At mealtimes, children use cutlery extremely competently. They wipe their own hands and faces after they have finished.
- The childminder works hard to establish effective methods of communication with families from the start. This enables her to gain strong knowledge of the children in her care. She uses this information to provide resources and activities which cater to children's individual interests and learning needs. For example,

she supports children's mathematical learning well by encouraging them to count objects and identify colours during craft activities.

- The childminder supports children's understanding of appropriate behaviour. She encourages them to be considerate and take turns during activities. Children display good manners in their interactions with others. The childminder is a good role model and is polite and respectful towards children and adults.
- Children delight at the praise they receive for completing age-appropriate tasks. For example, children wish to listen to their favourite songs and nursery rhymes. The childminder encourages them to select music independently. She supports them to insert the discs and press the appropriate buttons. This supports children's confidence and self-esteem.
- Parents speak highly of the childminder and the nurturing care she provides. They value the warm and caring environment she creates, and comment on how this supports their child's well-being. Parents appreciate the high-quality communication the childminder initiates. They acknowledge how this enables them to support children's development at home.
- The experienced childminder reflects well on all areas of her practice. She regularly evaluates the care she offers to highlight areas of development. The childminder completes various training courses to improve her knowledge. This ensures she continues to offer high-quality care for all children.
- The childminder interacts well with children. She plans activities which are challenging, and engages with children throughout, asking lots of age-appropriate questions. For example, children are completing puzzles. The childminder encourages them to look at the different shapes and colours to decide where the pieces fit. However, she does not always allow children enough time to explore planned activities and answer her questions. Children's critical thinking skills are not consistently promoted.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust policies and procedures in place, which she adheres to well. This supports children's well-being. She has a clear understanding of the signs and symptoms of abuse and the correct process to follow when reporting concerns. The childminder supervises children well and is vigilant when on trips out of the home. She completes all essential safeguarding and first-aid training in line with local authority guidelines to keep her knowledge up to date.

What does the setting need to do to improve?

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

- support children's critical thinking skills by consistently allowing them plenty of time to respond to well-thought-out questions.

Setting details

Unique reference number	2587668
Local authority	Hertfordshire
Inspection number	10251156
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 6
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Watford, Hertfordshire. She operates all year round from 6.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Antonia Campbell

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 childminder 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 several 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.

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