

Childminder report

Inspection date: 14 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 are highly sociable and demonstrate exceptionally high levels of confidence in this nurturing environment. They rush to greet visitors and introduce themselves and their friends. Children engage incredibly well with others during sessions of free play and planned activities. They enthusiastically discuss their favourite shapes and colours in a modelling dough activity and enquire about those of visitors.

Children engage incredibly well in the wonderful learning opportunities the childminder plans. The childminder supports children's curiosity superbly in all activities. She allows children to explore their learning at their own pace, engaging them in high-quality conversation throughout. For example, children are deeply absorbed in a water bead activity. The childminder encourages them to discuss where the beads disappear to when rolled down tubes. She then supports them to explore what could happen if they use various lengths of tubing.

Children demonstrate exceptionally high levels of independence. Young children take themselves to wash their hands after coughing, and place tissues in the dustbin after blowing their nose. The childminder encourages these skills by offering immense praise and reassuring children that she is always on hand for support.

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

- The childminder provides wonderful opportunities for children to celebrate what makes them unique, while teaching others about different cultures and their customs. For example, children have recently shared food they made at home, and discussed Diwali traditions at a local play group. Children recall the beautiful rangoli pictures they created and discuss the various vibrant colour powder paints they used.
- Children's language and communication skills are well promoted in the setting. The childminder listens intently to children, and role models new vocabulary at every opportunity. Children enjoy engaging in interactive story sessions. They delight at the expressive voices the childminder uses, and are encouraged to join in key phrases and sentences. These stories are clearly familiar to children and embedded in their knowledge.
- The childminder extends children's learning well during activities. For example, children identify the colours of various water beads they are exploring. The childminder then encourages children to find other objects in the environment of the same colour.
- The childminder adopts highly effective methods to support children's behaviour. She is incredibly consistent in her approach, which provides children with a clear

understanding of behaviour expectations and boundaries. Children are encouraged to explore the impact unwanted behaviour may have on themselves and on others.

- The childminder supports children's critical thinking skills incredibly well. She plans highly engaging activities and allows children to explore them freely. For example, children are exploring the concept of freezing and melting. They collect various objects from around the garden and explore the effects they have on colourful patches of frozen paint. Throughout the activity, the childminder asks age-appropriate questions. She allows children plenty of time to respond and supports them to explore their ideas further.
- Parents are highly complimentary about the childminder and the care and communication she provides. They recognise the exceptionally close bonds children develop with the childminder and how this contributes to children's well-being. Parents deeply appreciate the support the childminder offers when there are concerns about children's development, and the guidance she provides when accessing additional help.
- The childminder has a good understanding of how children learn. She completes regular assessments and uses this information to plan engaging activities based on children's interests and needs. For example, children are learning about shapes and their features. They use modelling dough to create various shapes before discussing how many sides and angles they have.
- The childminder completes various online and face-to-face training courses. This enables her to better meet the individual needs of children in her care. However, she has not yet established robust methods of self-evaluation to consistently identify areas for improvement within her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms, which could indicate a child is at risk of harm. She demonstrates robust knowledge of the process to follow when reporting concerns to the appropriate authority. The childminder completes regular first-aid and safeguarding training in line with local authority guidelines. She completes regular risk assessments of all areas of her practice and supervises children well during activities.

What does the setting need to do to improve?

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

- enhance methods of self-evaluation to better identify areas for development and raise the standard of all areas of practice to an exceptionally high level.

Setting details

Unique reference number	2594542
Local authority	Hertfordshire
Inspection number	10251344
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Watford. She operates during term time from 7.15am to 5.15pm, Monday to Friday.

Information about this inspection

Inspector

Antonia Campbell

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 provider 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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