

Childminder report

Inspection date: 15 March 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 childminder has good knowledge of child development. This helps her to plan activities for children which meet their learning needs. Children are happy and settled in the care of the friendly childminder and her co-childminder. She knows the children well and creates activities which focus on children's interests. Children make good progress from their starting points.

Children have good opportunities to explore and develop their physical skills outside in the fresh air. They often visit the local parks, which allows them to explore equipment that challenges their physical development further. If the children choose to stay in, they access short, online workout videos to encourage them to exercise. The childminder helps children develop healthy habits, such as wiping their own noses and throwing the tissues in the bin. Children enjoy a wide range of healthy meals and snacks which the childminder provides.

Children are well behaved. They have good routines in place, which supports their understanding of what is expected of them. Children are kind to each other. They enjoy playing alongside each other. This supports their social development. Children can remember the 'golden rules' independently and know the boundaries within the childminder's setting.

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

- The childminder takes time to get to know all the children within her care. She adapts the environment and processes of settling in to meet the needs of the children who join her setting. This helps children to settle quickly and meets their emotional needs. The childminder recognises that children do not always have access to the same kind of life experiences and plans very well for this.
- The childminder provides the children with a wide range of activities for them to explore, such as play dough and mathematical games. She encourages children to support their own learning by choosing their stories and books to read. They show emerging skills in recognising animals in the pictures, naming them and making the sounds of each one. However, the childminder does not plan enough opportunities for children to develop an understanding of technology and find out how things work.
- Mathematical development is a part of all daily activities the childminder offers to children. For example, children talk about the different shapes of the play dough moulds and compare them to the shape pictures on the wall. Children practise their counting skills throughout the day. While playing in the sand, the children tap the moulds and count to three before turning them over.
- The childminder supports children to develop their communication and language skills. She talks to children throughout the day. Children enjoy singing songs

while in the garden. The childminder adapts this to sing songs with more actions as a way of supporting those children with emerging language skills. While reading stories to children, the childminder uses the tone of her voice and expression to keep them captivated. However, she often asks too many questions and does not always allow children time to think of their answers.

- Parents speak very highly of the childminder and her co-childminder. Parents comment that the childminders help to support all areas of their children's needs. The childminder talks to parents daily about their child's day. Parents feel that they receive a good level of communication. The childminder offers parents advice, particularly for those children who have never been away from them before. Parents say they find this particularly helpful.
- The childminder works very closely with her co-childminder. They support each other effectively and discuss their strengths and weaknesses. This ensures that their practice is of good standard. The childminder sometimes liaises with other childminders to share ideas. Attending regular training sessions helps to ensure the childminder's knowledge is up to date. She plans her training sessions around the children who are currently in her setting, to enable her to support them further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She knows the signs and symptoms of abuse and when it is appropriate to report any concerns to the relevant professionals. The childminder attends safeguarding training which helps to keep her knowledge up to date. The childminder confidently explains that she would contact the local authority designated officer if an allegation was made against her or her co-childminder. The childminder has good knowledge of internet safety and the importance of discussing online safety with children.

What does the setting need to do to improve?

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

- provide more opportunities for children to extend their understanding of technology and how things work
- find ways to support children more effectively who are still developing their language skills, giving them the time they need to enable them to process their thoughts and respond with their answers.

Setting details

Unique reference number	2604580
Local authority	Hertfordshire
Inspection number	10231257
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works at the home of her co-childminder in Watford. The childminder works Monday to Friday, all year round, except for public holidays.

Information about this inspection

Inspector

Lisa Smith

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 childminder.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and the childminder's intentions for children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- Parents shared their views of the setting with the inspector through written feedback.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the childminder.

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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