

Childminder report

Inspection date: 13 May 2024

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 is warm, welcoming and supportive to all children, who thoroughly enjoy their time with her. She gives children close support to promote their development and well-being. The childminder shapes children's communication skills successfully, helping them to hear and use a wide range of spoken and read language. For example, she talks to children while they are taking part in activities and repeats things that they say with clear pronunciation to help support their speech development. She reads with children often, and they enjoy sharing their favourite stories together.

Children are happy in the childminder's care, and they show by their body language that they feel safe and secure. Their behaviour is good as the childminder gives them clear, suitable boundaries. The childminder helps children to make healthy choices, for example, by encouraging them to eat the savoury, more filling items from their lunch first. She supervises them closely while eating, encouraging independence as she supports children to open packets for themselves and to have another try when they find something difficult. This helps to build their resilience and is among a range of skills that the childminder supports them to develop in readiness for future learning, such as when they go to school.

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

- Children benefit from activities that support their physical development. The childminder supports children to refine their small-muscle skills as they learn to use safety knives to cut fruit, with the childminder's gentle and patient support. This also helps them learn the rules of the setting and what is expected of them, especially when learning to use tools safely. She builds on this skill as she helps children to hold and move drawing and writing materials, beginning to form recognisable shapes in readiness for writing. Children enjoy lots of trips to local parks, where they learn to climb ladders with confidence and are able to run and play in the fresh air.
- The childminder has a clear vision of her setting and how she intends to continue to make improvements. She has attended all core training to help her keep children safe and has considerable experience in working with children. However, while she has identified that she would like to attend a broader range of training, particularly to help her more sharply focus experiences on children's learning needs, she has not yet completed this.
- Parents report that the childminder is extremely supportive of their families. They appreciate her flexibility towards their different working patterns and share how much their children love being in her care. The childminder builds highly effective ongoing relationships with parents. However, she does not always gather as much relevant information as possible at the very start of the minding

arrangement to help her focus her practice from the very outset. Nevertheless, her ongoing assessment of children's development is accurate and helps her to encourage children to build on what they already know and can do.

- The childminder focuses on supporting children's independence. She works closely with parents and carers to help children move from nappies to toileting and helps all children to take responsibility for their personal care. Children, including those who are young, readily wash their hands and understand how good hygiene helps to keep them safe and well. The childminder encourages children's understanding of wider safety issues, for example, reminding them of road safety rules on outings in the local area and as they go to collect older children from school.
- The childminder shapes activities and experiences around children's interests to help engage their attention. For example, she prepares a tray full of toy dinosaurs and other resources that children excitedly investigate. They show their knowledge as they share the names of dinosaurs, then act out imaginative games. This helps to build children's curiosity. The childminder's clear enjoyment at being in children's company underpins her warm, positive engagement with them and develops their genuine love of learning. All children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- undertake further professional development opportunities to support the development of teaching to even higher levels
- develop strategies to gather all relevant information from parents and/or carers at the very start of the minding arrangement to enable care to be shaped to children's needs at the earliest opportunity.

Setting details

Unique reference number	2650794
Local authority	Hertfordshire
Inspection number	10335464
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 6
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Watford. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Naomi Brown

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- 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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