

Childminder report

Inspection date: 23 October 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 knows the children she cares for well. She identifies appropriate next steps for children's development. These focus on their individual needs and areas that are relevant to their lives. The childminder's curriculum is focused on providing children with the relevant skills they need to move on to the next stage of their learning successfully. As a result, children progress well in the childminder's care.

Children are happy and settled thanks to the warm and inviting learning environment the childminder has created for them. Children play happily with their friends, forming meaningful bonds with one another. The childminder supports children to celebrate their home languages and cultures. For instance, children speak in their home language and the childminder replies to them. She then repeats back what they have said in English. This helps them make connections between the two languages.

The childminder promotes positive interactions. She sits with children as they complete activities, modelling turn-taking and sharing. Children are helpful and kind towards their friends. They fetch a dustpan and brush for their friends when they need to tidy up. They help their friends find specific shapes of gems to add to their model as they explore a dough activity. These vital skills help to prepare children for their future.

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

- The childminder adapts her curriculum to support children to develop the skills they need at the relevant time. For example, she focuses on children's mental well-being, encouraging them to talk about their emotions as a number of children are having new siblings. Children freely talk about how they feel. For instance, they tell the childminder that they are excited to go in the garden. This supports children to develop their ability to recognise and communicate their feelings and emotions.
- The childminder supports children to develop a strong understanding of mathematical concepts. For instance, they discuss the different sizes of the gems with the childminder as they add them to the dough. Children confidently sort the gems into different types and count how many of each type they have. The childminder provides them with praise and encouragement, and children state that they feel proud of what they have done.
- Learning opportunities are carefully planned and arranged to build on children's interests and build on their understanding of specific events, such as Halloween. The childminder adapts her plans swiftly as children's focus and attention changes, and she follows their lead successfully. For example, she plans for

children to explore pumpkins in the garden, however they are more interested in making 'potions'. The childminder has already arranged the relevant resources, which means that children do not need to wait when their focus changes. This helps children to remain deeply engaged in what they do.

- Overall, the childminder supports children's language development successfully. Discussions with the children take place throughout the day, and these conversations are natural and follow the children's lead. The childminder asks children simple questions about what they are doing as they explore. However, she does not encourage the children to explain in more detail or extend their language skills. This limits the opportunities available for children to build their communication skills further, especially children who speak English as an additional language.
- Parents are very happy with the service the childminder provides. They speak highly of her communication with them about their children's progress and the time they spend with her. They recognise the positive impact the childminder has on their children's learning and development.
- The highly qualified and experienced childminder continues to develop her professional knowledge and understanding on a range of topics. She considers the needs of the children that attend her setting when she chooses what training to complete. For instance, she focuses on developing her knowledge about how to support children's emotions. The childminder uses this training to successfully build on children's learning and development further.

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:

- provide consistent opportunities for children to share their thoughts and ideas in more detail to extend their language skills, particularly for children who speak English as an additional language.

Setting details

Unique reference number	2751506
Local authority	Hertfordshire
Inspection number	10349589
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminder agency from 21 March 2020 to 21 November 2023. The childminder registered with Ofsted in November 2023 and lives in Watford. She operates all year round, from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The childminder showed the inspector the areas of the premises used for childminding and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector read written feedback from parents and considered their views.
- The inspector viewed a range of relevant documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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