

Childminder report

Inspection date: 24 September 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 thoroughly welcomes children into her home with warmth and affection. Children settle very well in her care. She has established a broad and interesting curriculum, and adapts this to meet the needs of the different children who attend well overall. The childminder has set manageable targets for each child that support their good progress. She shares these with parents so that there are commonly understood goals between home and her setting.

The childminder plans and provides interesting opportunities for children to learn. For example, children find out about caterpillars and their life cycles. Children have watched their caterpillars turn into chrysalises and eagerly wait for these to become butterflies. The childminder extends activities to incorporate other ideas, such as counting and comparing quantities. Children count pieces of pasta as they scoop these into a model of a caterpillar they have made. They count 'one' and 'two' and the childminder helps them to count on to three, four, and five. Children use tweezers to post food into the caterpillar's mouth. The childminder encourages them to keep trying when they find this difficult, supporting their resilience as they develop their physical skills.

The childminder encourages children to think for themselves, as she asks them to identify the foods they are feeding to the caterpillar. They find pictures of the foods in a story about a caterpillar. Through trial and error, with warm support from the childminder, they identify each food, such as watermelon, which they pronounce as 'waterlemon'. The childminder gently corrects their pronunciation to help them use the appropriate word to support their developing language. At times, the children find it hard to share their toys. The childminder manages this well; she reminds them to share and reassures any child who becomes upset.

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

- The childminder has a firm understanding of how to support children who speak English as an additional language. For example, she learns words and songs in children's home languages to help them communicate in both languages. She works closely with parents to help their children develop confidence in spoken English.
- The childminder thoroughly supports children's independence. For example, she encourages them to wipe their own noses and to follow good hygiene routines. Children remember that they need to wash their hands before snack. They help themselves to snacks and drinks, and chop up their fruit snack with safety knives and careful support from the childminder. The childminder praises all the children's efforts, supporting their resilience and sense of pride.
- The childminder encourages children's emotional development she helps them to

care for their toys. Children play with baby dolls. They dress their 'babies', help them sit on a potty, and feed them. The childminder supports children's speaking skills as she repeats what children say. For example, a child says 'I put baby on the toilet, baby go to sleep,' and she says 'Shh, baby sleeping.' The childminder puts their finger to their lips and whispers when the 'babies' are asleep, helping the children to learn the link the word quiet, and its meaning. She encourages the children to care for their 'babies' and they copy her good example as they gently wrap and rock them.

- Children are well occupied in the childminder's care. They benefit from her careful support and encouragement. She uses activities such as colouring to help children identify colours and to support their small muscle development. Children behave respectfully towards each other as the childminder values their interests, likes and dislikes. She manages any minor disagreements supportively to help children learn how to resolve any disputes, supporting their personal, social and emotional skills. At times, in her enthusiasm to introduce new learning, the childminder moves on to new ideas before all the children present are ready. This means that some children are not working at the optimum pace for their stage of development.
- The childminder has a good understanding of how to keep children safe. She has high regard for children's safety, for example she checks any food she heats with a food thermometer to ensure it is the right temperature for them. She discusses this with the children to help them learn about keeping themselves safe. She has robust systems to communicate with parents to help them see the things that she is doing and to share important information. She readily adapts this to meet the needs of individual families and regularly seeks feedback from parents to help improve her service. All parents praise the dedicated and supportive care she gives to their children. They feel that their children thrive with the childminder.

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:

- consider more carefully what each child already knows and can do, to decide what each child needs to try next to decide when to introduce new learning.

Setting details

Unique reference number	2756929
Local authority	Hertfordshire
Inspection number	10349412
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 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 October 2023 and lives in Watford, Hertfordshire. She holds an appropriate childcare qualification at level 3. She operates from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Naomi Brown

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024