

Childminder report

Inspection date: 2 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 provides a welcoming environment where children can play and learn safely. They demonstrate the strong bonds they have with her as they include her in their play and seek cuddles and reassurance from her. The childminder has a good understanding of each child's learning needs. She develops her curriculum around these, focusing her teaching on what children need to learn next. Younger children have lots of time to explore, and they move around the activities with purpose. Those who are a little older show their developing skills, such as sorting and matching by colour.

Children are learning to do things for themselves and know when they need to ask for help. They use safety knives to chop fruit, and this shows how well their hand-eye coordination is developing. The childminder provides children with plenty of choice. This helps them to play cooperatively and to stay focused. Children listen and respond positively to the childminder. Children's behaviour is good. They enjoy returning to activities they enjoy. For example, following a planned activity the childminder leaves the resources out, and children carry on their learning independently.

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

- The childminder places a strong emphasis on helping children develop strong language skills. She provides commentary as children play to help them build a wide vocabulary. Children listen and use the words they hear in the correct context. For example, after hearing the childminder talk about fruit being delicious, children use the word to describe what they are eating and enjoying. The childminder is quick to identify any children who need support with their developing speech. This includes children who speak English as an additional language. She ensures that children consistently hear the correct pronunciation of words through play and during routines. As a result, children are becoming confident communicators through using words, and also through signing.
- The childminder closely tracks the progress that children make, and this supports their ongoing learning and development. She identifies what children need to learn next and finds ways to close any gaps in their development. The childminder understands the importance of working in partnership with parents and other settings that the children attend. This helps to promote continuity in children's learning.
- Children have many opportunities to be physically active. They enjoy outings to parks, where they have space to run and climb. The childminder engages children in singing and action rhymes. Children join in with enthusiasm and learn to use their bodies in different ways.
- Parents speak positively about the childminder. They state that their children are

very happy to attend her setting and develop a close bond with her. Parents say children are making good progress under the childminder's care.

- The childminder uses children's interests and their freely chosen play to extend their learning. She plans activities that she knows children will enjoy and that provide them with a challenge. However, there are times when the childminder does not always consider the needs of the younger children. This results in them not always being included and moving away from her well-planned activities very quickly. Consequently, learning time is sometimes missed for these children.
- The childminder understands the importance of continuous professional development. She precisely identifies what areas of her practice and teaching skills she wants to develop further. Her training and research are very often linked to individual children's needs. This helps the childminder to know how to support each child in the best possible way.
- The childminder reflects on her practice to help her to improve outcomes for children. She is currently considering how to use the new layout of the home to provide children with greater access to toys and activities. The childminder has strong links with other childminders. This provides her with opportunities to share good practice and hold professional discussions with others.

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 the learning needs of the younger children more fully when planning and implementing activities.

Setting details

Unique reference number	2757066
Local authority	Hertfordshire
Inspection number	10349519
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 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in 2023 and lives in Watford. She operates her practice from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for children. She holds qualified teacher status.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector and the childminder looked at the areas of the childminder's home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with the children and discussed the learning that was taking place with her.
- The inspector looked at a sample of policies and procedures. This included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took the views of parents into account and discussed the childminder's reflections of her practice with her.

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

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