

# Childminder report

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Inspection date: 22 October 2024

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Good</b>        |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Not applicable     |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very much at home in the childminder's care. Her exceptional warmth and enthusiastic approach helps children to feel confident, secure and ready to have a go. The childminder values children for who they are and what they contribute each day. She appreciates their individual personalities and makes sure they know how special they are. Children have excellent opportunities to make choices about what they do. They thoroughly enjoy playing with the figures and vehicles from a popular children's programme. The children make up their own stories, acting out perilous situations and rescues from danger. They are fascinated and amazed to learn that houses can be built in trees.

Children are excited about their trips out in the community. They recall collecting the leaves and conkers in the park and are pleased to be able to use them in an activity. The childminder organises lots of experiences out and about to enhance children's experiences and opportunities to learn about the world around them. At home, the childminder uses her skills to help children learn to manage their feelings and to behave kindly to others. She offers exceptional support and guidance, which helps children learn to get along with others, share and take turns.

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

- The childminder uses her knowledge of what children need to learn and provides them with experiences that help them prepare for school. She makes sure she covers all of the areas of learning to give each child a rounded education. The childminder puts a strong focus on children's personal, social and emotional development and their physical development and supports them with their speaking and listening skills.
- The childminder assesses children's level of development effectively and designs new experiences that match their specific learning needs. For example, children learning to use their knowledge of counting sequences are starting to recognise and match numbers in print. Children are also enjoying making marks with chalks on the ground outside. This is helping them gain the skills they need for writing. The childminder recognises where children need additional help and how repeating tasks gives children the chance to practise and embed their knowledge and skills.
- The childminder knows the children well. She has an excellent understanding of their interests. She has set up the environment to support children to be able to make choices about what they use. The childminder makes sure resources and equipment are accessible and easy to find. This means children can make their own decisions and are very capable when it comes to putting things away.
- The childminder continually observes, listens and interacts with the children. She is responsive and able to anticipate their needs. However, she uses her

judgement and does not always intervene. This enables children to resolve problems for themselves and this contributes significantly to children's self-esteem and sense of achievement.

- The childminder provides children with opportunities to build their concentration and to explore stories. Children frequently concentrate for extended periods of time during imaginative play. However, they find this more difficult to sustain when listening to stories. Despite the childminder's efforts to engage children, they find it hard to concentrate for long and the learning sometimes becomes disjointed.
- The childminder works closely with parents to establish children's care and learning needs when she first starts to look after them. She continues to involve parents, making sure she has up-to-date information about children's interests and any achievements at home. Parents value her friendly nature and appreciate the support for children to develop their social skills and their independence, and to show kindness to others.
- The childminder keeps her knowledge and skills up to date. She has undertaken comprehensive additional training that supports her work with the children. The childminder incorporates new learning into her practice. This has been particularly useful for supporting the early stages of mathematical learning and writing. The childminder regularly evaluates what works well and what has not been successful. She makes changes to ensure improvement. However, these tend to be practical issues rather than reflections on the quality of education and how to raise this to an even higher level.

## 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:**

- expand evaluation to include learning and development improvements to make even better use of the knowledge gained through high level training.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2759971                                                                           |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10349696                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder was registered with a CMA between June 2022 and November 2023. She registered with Ofsted in November 2023. The childminder lives in Watford. She operates from 6.30am to 6pm, Monday to Friday, term-time only. The childminder offers government funded places for children aged nine months to four years and children in receipt of funding for disadvantage.

## Information about this inspection

### Inspector

Alison Reeves

### Inspection activities

- The inspector had a tour of all areas used for childminding to understand how the childminder organises her setting.
- The inspector and the childminder had a discussion to help the inspector understand how the early years foundation stage curriculum is organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of the views of parents from written testimonials provided by 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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