

Childminder report

Inspection date:

5 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children benefit from the childminder's effective settling-in process and experience a smooth move into her care. They swiftly begin to feel safe and secure. Children look forward to the daily routines, such as time for outdoor play, mealtimes and rest periods, often cuddling into the childminder when they are tired. They take part in a rich set of real-life experiences. For example, children visit shops with the childminder to choose food ingredients and enjoy short journeys on the train. These activities help to build on children's social confidence and to gain an understanding of the local community.

Children learn new words rapidly and use these to communicate. They have many opportunities to engage in conversation and share their thoughts and ideas. This includes children who speak English as an additional language. Children listen carefully to the childminder as she clearly pronounces each word. They learn to use correct English terms and how variations of these may have an alternative meaning in other countries.

Children show curiosity and enjoyment as they take part in activities. Outdoors, older children select tools and techniques to manipulate soft, coloured dough into shapes. Young children ably climb up the steps of the slide and balance as they patiently wait for their turn.

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

- The qualified childminder is highly committed to her role and uses a range of ways to continually update her knowledge and skills. This helps to improve her teaching across all aspects of learning. Following a recent course on mathematics, the childminder now incorporates the use of numbers and shapes with ease into children's activities indoors and outdoors.
- The childminder knows the children well and plans the curriculum with precision to help them develop and refine new skills. She ensures children have access to a wide range of stimulating resources that promote their focus on learning.
- Children develop an early interest in literacy and have many opportunities to practise their writing skills. For instance, they purposefully walk around with a clipboard, paper and pen, and think carefully about what to write on their list. They give meaning to the marks that they make, often relating these to their own observations.
- The childminder puts a lot of thought and effort into helping children prepare for school. Children become increasingly independent as they manage their own toileting needs and persevere to put their gloves on before outdoor play. As the time draws near, the childminder sends home learning bags with books or games for children to share with parents. This is a practice that some schools

choose to adopt. Older children remark that when they go to school they know they must listen to what the teacher says.

- The childminder has established good relationships with staff from the local school, where a majority of the children she cares for attend. However, she has not been proactive in sourcing a link to all other settings children attend, in order to promote a more consistent approach to their learning and development.
- The childminder places a strong focus on working in partnership with parents. She uses her professional expertise in a sensitive way to guide and support each family as they need. In addition, she plans regular home visits to meet with the parents. These enable her to share information on children's progress and work with parents to plan the next steps for each child.
- Parents have high praise for the childminder, some of whom have used her service for many years. They value the wide range of experiences she provides for their children and the regular updates that they receive. Parents say the childminder has a calm, warm and caring nature and refer to her as 'one in a million'.
- The childminder uses a fair and consistent approach to teach children about her expectations of behaviour. However, at times, some older children are a little too reliant on the childminder to help them resolve minor conflicts and regulate their behaviour. This occasionally interrupts the childminder's interactions with the younger children, and, at these times, their learning is not extended to the very optimum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to help her maintain an up-to-date knowledge of child protection issues. In addition, she has put in place safeguarding prompt cards for her reference. These provide her with guidance on the correct steps to follow if she has any concerns about a child in her care. The childminder is alert to the signs that may indicate a child who is at risk of harm and when further action is necessary. For example, she speaks with parents about sudden changes in children's behaviour and monitors these closely to ensure children's welfare.

What does the setting need to do to improve?

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

- establish more effective partnerships with other settings the children attend to promote a more consistent approach to support their learning and development
- review further ways to help older children learn how to manage their own feelings and behaviour, in order to develop high levels of self-control, so that all children enjoy uninterrupted opportunities for high-quality learning.

Setting details

Unique reference number	506834
Local authority	Hertfordshire
Inspection number	10127072
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	21
Date of previous inspection	2 February 2016

Information about this early years setting

The childminder registered in 1997 and lives in Watford. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Pepper

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed the curriculum with the childminder and completed a joint evaluation of the activities that she provides for children.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection and listened to their views.
- The inspector took account of the views of parents through discussions on the day and written feedback provided.

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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