

Childminder report

Inspection date: 20 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is kind, gentle, welcoming and enthusiastic. Her positive nature, and her gentle manner encourage children to play and explore. They also copy her good example and learn to be kind and respectful towards others. She understands how to support children's individual development and works well at their level.

The childminder provides interesting activities to engage children's interests and to help them make good progress. She knows how to help children know more and do more over time. For example, the childminder supports children to develop their confidence and accuracy in using numbers, as they practise counting quantities of things they find, and use the language of size. Children explore toy animals and eagerly name those they find. They then use their knowledge about the language of size, stating that 'this is a baby giraffe' because it is small.

The childminder encourages children to try things for themselves and to try again if they do not master something straight away. For example, when the children identify a dough cutter as pink rather than purple, she encourages them to compare it with other cutters to work out the correct colour. This positive attitude helps to build their confidence. Children are eager to speak with visitors and readily offer them a pretend cup of tea, and an ice cream made of dough. Children rapidly acquire confidence to support them in their future learning, for example, when they go to school.

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

- The childminder has kept up to date with changes in requirements and the framework. She uses her professional network, online resources, and access to regular training to ensure that she remains fully aware of all requirements and adapts her practice accordingly. She is reflective about the care and education she provides, and demonstrates her willingness to make improvements, for example, by the way she has responded to recommendations raised at her last inspection.
- The childminder provides a language-rich environment that supports all children to build their communication skills quickly. She uses a broad range of spoken, read and sung words, which children use in everyday activities. Occasionally, in her enthusiasm to introduce new learning, the childminder speaks over children and asks more than one question at a time, or answers a question for them. Children are not always able to process the information she gives, in time to think of their own answer.
- Children readily predict and show that they can solve problems for themselves. For example, they explore different shaped dough cutters, find a shape, and decide that it may be a key. They push it into dough and turn it to 'open the

lock'. The childminder commentates along with them, praising them for working this out themselves. This helps foster a sense of achievement as she follows the children's lead.

- The childminder gives clear instructions to support children to create things from dough, helping children to keep going when they reach obstacles. For example, she tells them to 'press some more' when they struggle to release the dough from a cutter. Children succeed and say 'wow' when they cut the shape, exclaiming 'I have made a butterfly' and the childminder praises them warmly for persevering.
- The childminder understands what children already know and can do, and she uses this to promote positive outcomes for each child. She extends activities according to children's stage and level of interest, for example a dough activity becomes role play in the play kitchen as they make dough pizzas together. Children become deeply involved in some activities and are supported well to follow their own imaginative and creative play.
- The childminder is clearly dedicated to the children for whom she cares. She states that she loves being a childminder. Parents offer the childminder high praise. They report how well their children get on in her care. They praise her unwavering dedication and how she stimulates young minds to learn new information. The childminder has increased the ways that she provides feedback to parents since her last inspection and they clearly appreciate this.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive safeguarding culture that puts children's needs and 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 pace at which new information is presented to children, to give them time to process before bringing in the next idea.

Setting details

Unique reference number	EY137267
Local authority	Hertfordshire
Inspection number	10312265
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	3 to 9
Total number of places	6
Number of children on roll	1
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 2007 and lives in Watford. She operates from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Naomi Brown

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector, in person and through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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