

Childminder report

Inspection date: 24 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy the time they spend in this home-from-home environment. They form trusting bonds with the childminder, who is attentive to their needs. Children show they feel emotionally secure in her care, seeking her out for comfort when they are tired. The childminder has a gentle manner towards children. She acknowledges children's feelings, praising and celebrating their achievements. For example, as children navigate the obstacle course, travelling through the different tunnels and over the pillows, the childminder praises their physical skills. This builds children's self-esteem.

The childminder encourages children to make choices in their play. She is a positive role model and children respond well to her clear instructions. They know the rules and routines of the setting. For example, as young children get ready for lunch, they hold their hands up ready to be cleaned. Children understand the childminder's expectations and, subsequently, they behave well.

The childminder plans activities that offer children a wide range of learning opportunities. Children listen intently to the childminder as she sings nursery rhymes. They smile with delight and join in with the actions during songs, such as 'Row, row, row your boat'. As the childminder selects different songs to sing, young children communicate their own ideas and opinions. For example, they communicate, through body gestures, whether they like the choice of song or not. Children are learning early communication skills and engaging in back-and-forth conversations as a result of the childminder's skilful interactions.

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

- The childminder plans a curriculum based on children's learning needs and interests. She ensures that children develop the essential skills needed for future success, across all areas of learning and development. This includes building children's independence, developing their social skills and promoting high levels of well-being.
- The childminder carries out thorough assessments and knows the children very well. She collects detailed information from parents when children first start and continues to make regular observations. She uses progress checks to identify any gaps in children's learning and to monitor the progress they make. Clearly identified next steps are shared with parents and other settings children attend. She uses these to build on and extend children's learning during their time at the setting. Children make good progress from their starting points.
- Children's communication and language skills are well planned for and carefully considered by the childminder. She narrates children's play to help develop their understanding of new vocabulary. For example, as children smile, she

comments, 'You are smiling. You are happy'. The childminder actively encourages children to express their thoughts and interests, creating a supportive environment that values children's voices. Teaching methods, such as these, help children learn the skills needed to become confident communicators.

- Children have many opportunities to develop their physical skills. The childminder organises her environment to support children's progress in their physical development. For example, as young children begin to take their first few steps, the childminder places furniture purposefully around the room to build their confidence in moving from one area to another. As children become more confident, the childminder sets up obstacle courses to help them develop their gross motor skills. They practise climbing through tunnels and navigating around different equipment.
- Parents speak very highly of the childminder. She keeps them fully informed about the children's day and their learning through regular discussions, as well as photos and videos of their time at the setting. They value the range of activities the childminder provides and comment that her support helps children to 'grow and develop to the best they can be'.
- The childminder recognises the importance of collaborative working. She forms effective and positive relationships with other settings children attend, sharing assessments and children's current interests. As children move on to the next steps in their education, such as starting school, the childminder works closely with the teachers to support their transitions. This results in effective continuity of care across all settings the children attend.
- The childminder is dedicated to providing good-quality care and learning for children. She completes mandatory training, such as first aid and safeguarding, and keeps up to date with changes in legislation. The childminder is a reflective practitioner, however, she has not undertaken more in-depth training opportunities that help extend her knowledge to continually build on the good-quality practice.

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:

- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	EY245644
Local authority	Hertfordshire
Inspection number	10344334
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 September 2018

Information about this early years setting

The childminder registered in 2003 and lives in Watford. She operates all year round, from 8am to 5.30pm on Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Carly Parkinson

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.
- The childminder shared a sample of her documentation 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.

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