

Childminder report

Inspection date:

6 September 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment for children to learn in. She supports children to share and build friendships with one another. When children need help to resolve any conflicts, she explains clearly to them how they can achieve this. The childminder helps children to understand how their actions make others feel, regularly referring to feelings and emotions. This helps children to build their emotional intelligence and recognise the importance of being kind to one another. Parents recognise the positive impact the childminder has on children's understanding of feelings and emotions and are grateful for her input and support.

Children demonstrate a strong ability to focus and concentrate. The childminder provides them with a rich and broad range of activities based on children's interests and individual stages of development. Children become deeply engaged, concentrating on activities and returning to these throughout the day to build on what they have achieved earlier.

The childminder holds discussions with children about what they are doing, providing them with ideas and suggestions to build on what they are creating. For instance, she speaks to them about the dough spiders they make, encouraging them to think about how they can make their models as accurate as possible.

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

- The childminder has made improvements to her processes regarding children's health needs since the last inspection. She has robust processes in place and follows her policy precisely. This enables her to manage and monitor children's medical requirements accurately and address any changes to their health needs swiftly.
- The childminder plans interesting activities for children based on their prior experiences and interests. For instance, she recognises that children are interested in the spiders they see but may be feeling a bit nervous about them. She responds quickly to this. For instance, she provides children with new information about spiders and other minibeasts, planning a range of activities to build their understanding of the creatures. This prompt response helps children to build their learning in relation to their own experiences further while it is still relevant to them.
- The childminder encourages children to become independent and manage tasks for themselves. Children confidently complete these tasks with gentle reminders from the childminder. For instance, they take the lids off the yogurts for themselves at snack time. They wipe their own faces after they have finished and put the empty pots in the bin.
- Children enjoy playing in the garden. They choose the resources that they want

to access and confidently ask the childminder for the toys. The childminder provides clear instructions as she teaches children new skills. Children demonstrate their understanding by repeating the steps for themselves. For instance, the childminder shows children how the large bubble wands work. Children follow the steps carefully, repeating this over and over again. They spend some time playing with these toys as they can successfully make them work independently, which helps to keep them engaged.

- Overall, support for children's language and communication development is successful. The childminder provides children with relevant new words, introducing these in context during activities. She tracks children's progress, helping her to identify when children struggle with an area of their development. For instance, she logs children's vocabulary over time to help her monitor the progress they make. However, the childminder has not explored how to provide children with highly effective and rapid support to develop their speech and articulation when they encounter difficulties.
- The childminder encourages children to use their initiative and solve problems during activities. She allows them the time and space to explore independently, recognising that this is an important part of the learning process for children. For instance, children want to create a body for the spider they are making. They look at the resources on offer before they choose to use the circular lid from the pot of dough and cut around this to create the body. The childminder praises them for their ideas. This builds their confidence in trying to find solutions to problems independently.

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:

- provide more focused support for children to develop their speech to become highly effective communicators.

Setting details

Unique reference number	EY248200
Local authority	Hertfordshire
Inspection number	10316080
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 October 2023

Information about this early years setting

The childminder registered in 2003 and lives in Bushey. The childminder holds appropriate early years qualifications at level 3. The childminder operates Monday to Friday, from 7am to 7pm, all year round, except for bank holidays and family holidays. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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 childminder interacting with children and considered the impact of these interactions on children's learning and development.
- The inspector read feedback from parents and took their views into consideration.
- The inspector viewed a range of documentation.

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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