

Childminder report

Inspection date: 7 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled with the childminder. She provides a very welcoming and homely environment where they can play safely. Children thoroughly enjoy their time with her. They have fun making their own choices in their play from a wide range of toys and resources.

Children play happily together and treat each other with respect. They behave extremely well. The childminder is a very good role model and is calm and polite when she speaks to them. Children receive lots of praise and encouragement and are rewarded with a 'high five' for being helpful. They learn to understand and manage their emotions. Children share their feelings with the childminder, for instance when they are feeling happy, sad or angry.

Children are gaining the skills they will need when they go on to school. They thoroughly enjoy using different resources, such as pens, paints and chalks, to develop their early writing skills. Children develop a love of books and learn that print carries meaning. They take part in superb storytelling activities. For example, they enthusiastically use the props in the 'story sacks' to help them retell the story. They become very good communicators and develop excellent social skills.

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

- The childminder offers a well-planned curriculum which includes a wide variety of stimulating activities and experiences. She successfully links them to children's interests and learning needs. The childminder has high expectations of what children can achieve. She makes the most of every opportunity to develop children's learning. As a result, children make very good progress.
- Children are very curious and eager to learn. For example, during a walk in the park, they become fascinated by an icy puddle. The childminder uses this experience to plan an activity they will enjoy. She hides polar bears in blocks of ice. Children persevere to chip the ice away using a variety of tools. They are encouraged to think of ways to melt the ice and release the animals. They try using warm water and giggle with delight when the ice melts.
- Children have good opportunities to develop their physical skills in the fresh air. They love to play in the childminder's well-resourced garden. They enjoy outings to parks and soft-play areas, where they run, balance and climb. They go on walks to see the deer and feed the ducks.
- The childminder plays alongside the children. She shows interest in what children have to say, encouraging them to use language confidently. She supports children's interaction with each other. This helps them in making future friendships.
- Parents are extremely complimentary about the care the childminder provides.

They describe her as 'amazing', and say that they were drawn to her 'warmth, kindness and sense of humour'. Parents appreciate the messages and photographs the childminder sends to them of their children during the day.

- Children develop a very good understanding of healthy eating. The childminder offers a selection of healthy and nutritious foods at snack and mealtimes. Children are exceptionally well supported in their personal care skills. For example, they independently wash their hands and help to prepare their sandwiches at lunchtime.
- The childminder has developed strong partnerships with other settings children attend. She shares relevant information with them to promote continuity in children's care and learning. She sensitively supports children as they prepare to start school.
- Parents share information about their children's individual needs and care routines when they first start. This helps children to settle quickly and happily into the childminder's home. However, the childminder does not make the best possible use of information about what children know and can do, to help her plan precisely and build on their learning right from the beginning.
- The childminder uses self-evaluation to give her an overview of the service she provides. However, it is not used effectively enough to set challenging targets and raise the quality of the provision even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge and understanding of how to safeguard children. She knows the possible signs and symptoms of abuse and neglect. She is clear about the action to take if she has any child protection concerns. She demonstrates a good awareness of wider child protection issues, such as radicalisation and online safety. The childminder supports children in keeping themselves safe. They learn about the risks of using knives as they cut up their sandwiches at lunchtime. The childminder teaches children to take care of their toys and tidy them away to keep their environment safe.

What does the setting need to do to improve?

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

- gather more detailed information about what children already know and can do when they start, and use this to plan challenging activities from the beginning
- extend the process of self-evaluation to highlight more clearly the strengths and areas for development of current practice, and raise the quality of the provision even further.

Setting details

Unique reference number	EY304206
Local authority	Hertfordshire
Inspection number	10127133
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 June 2015

Information about this early years setting

The childminder registered in 2005 and lives in Bushey, near Watford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector took account of the views of parents from written feedback provided.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living on the premises.

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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