

Childminder report

Inspection date: 20 April 2023

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

The provision is good

Children have interesting and enjoyable days with the kind, caring and attentive childminder. They show that they are happy and settled in her home. Children develop a strong sense of belonging and quickly learn the daily routines. For example, when they arrive, they confidently take off their shoes and find their slippers. They identify the shapes on the bottom of their slippers to know which ones belong to them. Older children have their initials on their slippers, which introduces them to letters and sounds. Children enjoy the praise they receive when they find their slippers and put them on. They build secure attachments to the childminder and play happily alongside her. She has a very good understanding of children's characters and individual needs, and they thrive in her care.

Children take part in a range of exciting and stimulating activities that help them to make good progress in their learning and development. The childminder uses children's current interests to plan activities. For example, children bring in photos of their recent holidays by the sea. The childminder builds on their knowledge by creating an activity tray with sand and coloured rice, to replicate the beach and the sea. She extends their learning by introducing vocabulary such as 'crab' and 'seahorse'. Children behave very well and play together cooperatively. The childminder is a very good role model. She helps children to understand about treating each other with respect and kindness. Children are developing important skills to support them when they move on to school.

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

- The childminder is very dedicated and has lots of experience caring for children. She has a good understanding of how children learn. The childminder makes use of all opportunities that arise to extend children's learning. For example, she encourages children to think about colour, shape and size during activities.
- Children's speech and language skills are developing well. They enjoy singing familiar songs and rhymes. For example, they spontaneously sing about the 'five little monkeys jumping on the bed'. The childminder asks simple questions and encourages children to describe what they are doing as they play.
- The childminder develops warm and trusting relationships with parents. She gives them regular information regarding their children's care and development. Parents comment that they are extremely happy with the progress their children make. They say that she is 'amazing with the children' and appreciate her reliability and flexibility.
- Children enjoy listening to stories. They join in with familiar phrases, such as, 'Run, run as fast as you can - you can't catch me I'm the Gingerbread Man'. They thoroughly enjoy making and eating their own gingerbread men. Children copy the childminder as they hold the book, pretending to read the story. They

ask each other questions such as, 'What do you think will happen next?'

- The childminder regularly takes children on outings. For example, they visit the library for 'rhyme time'. They attend local toddler groups, where they meet other children and adults. Children take their dolls for walks in buggies. They enjoy the 'art and craft days' at the local church and have trips to the nature reserve.
- Children benefit from many activities that encourage their physical development. For example, they develop their small-muscle skills as they use scoops and spoons in the activity tray. They develop their larger muscles as they run, slide and climb at the park and soft-play centres.
- The childminder has established effective partnership working with other settings children attend. She shares valuable information, which helps to provide a consistent approach to children's care and learning. The childminder meets other childminders to share good practice ideas. She continually reflects on her own practice and how she can improve activities and resources to support children's progress.
- Children learn about the world and how to care for living things. For example, they help to look after and feed the childminder's puppies. The children watched excitedly as the puppies opened their eyes for the first time. They love being in the role-play area, which has books about dogs and bottles and other resources to care for puppies.
- The childminder uses her observations of children's play to help identify their next steps for learning. However, she does not consistently obtain detailed information about what children already know and can do when they first start, to enable her to build on their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the procedures to follow should she be concerned about a child's welfare. She regularly updates her safeguarding training. This helps her to keep her knowledge of safeguarding issues up to date. For example, she has completed training to strengthen her understanding of the dangers of children being exposed to extreme views and behaviours. The childminder has detailed policies and procedures to support her practice. She prioritises children's safety and well-being. For example, she teaches them how to cross the road safely and explains why they take care not to get sand in their eyes as they play.

What does the setting need to do to improve?

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

- identify children's starting points at the earliest opportunity, and use this information to build on their learning right from the start.

Setting details

Unique reference number	EY305748
Local authority	Hertfordshire
Inspection number	10280061
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	7
Date of previous inspection	29 September 2017

Information about this early years setting

The childminder registered in 2005 and lives in Watford. She operates all year round from 8am until 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The childminder showed the inspector 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 childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in 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 took account of the views of parents from 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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