

Childminder report

Inspection date: 29 March 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 greet visitors with confidence as they enter the childminder's home. The childminder is kind and nurturing and as a result, children are happy and feel secure with the childminder. They invite her to see what they have created with dough. They discuss how they can make the 'earth' using different colours. Behaviour is good. Children are taught to use their manners and the childminder is a good role model.

Children develop their independence as they choose what toys they want to play with and engage well in their learning. For example, young children twist bottle caps off independently during a craft activity. They develop their physical dexterity as they use scoops to gather grains of rice. This helps to prepare children with the skills needed for early writing.

Children have a range of activities that they can choose from. In the playroom, the childminder has a tent for children to be able to sit and have 'quieter time'. In the conservatory, children can snuggle on the sofa and independently look at books. Children recall characters from stories they have read and talk about this in their play. For example, children talk about pirates that they have read in a story previously with the childminder.

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

- Children benefit from homemade, nutritious meals that are provided by the childminder. Children eat a range of fruits and vegetables and the childminder encourages children to make healthy choices. At snack time, children discuss the parts of a kiwi fruit and the childminder explains which parts of them are edible.
- The childminder encourages children to be independent. Children put their own shoes and coats on before going outdoors. The childminder encourages children to 'have a go' when trying something for the first time. For example, children try and take lids off pots of dough by themselves before asking the childminder for help. Children identify numbers and attempt to solve mathematical problems such as finding out what 'one more' is. Children are given opportunities to count with their fingers and guess before the childminder helps them.
- Children have a wide range of resources to choose from and the childminder plans the environment based on the children's interests. However, sometimes there are limited resources out during activities and they are directed by the childminder in a certain way. This means children miss opportunities to be able to fully explore an activity and interpret it in their own way.
- The childminder provides opportunities for children to learn about the world around them. Children discuss different birds that they have seen in the garden and talk about their favourite being a 'goldfinch'. They giggle with the

childminder as they explain that squirrels have been eating the flower bulbs in the garden. Children are taught about other cultures through celebrating different religious festivals and learning about other ways of life.

- Children develop a love of books. The childminder encourages children to lead the story, turning the pages back and forth to recap. She offers comments to illustrations as they explore books together. She explores the illustrations, adding explanations and clarifying ideas as they meet different characters within the story. For example, children learn about what a treasure map is used for as they listen to a story about pirates.
- The childminder knows children well. She talks confidently about what children already can do and what she intends to teach them. However, sometimes the childminder misses opportunities to extend children's learning and build on what they already know during activities.
- Children benefit from a range of experiences in the childminder's home and from visits in the local community, such as the local library, parks and toddler groups. She meets up regularly with other childminders in the area. This provides children with the opportunity to socialise and develop skills that help them to prepare for nursery or school.
- The childminder communicates well with parents through an online app and verbally. Parents comment about how they feel she is 'a great support' to their families and to children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and to promote their welfare. She ensures her safeguarding knowledge is kept up to date by completing regular refresher courses. The childminder can explain the signs and symptoms that indicate a child may be at risk of harm. This includes safeguarding in the wider context such as county lines. She fully understands how to report any concerns to the appropriate agencies. The childminder has carefully risk assessed the premises to minimise risks to children to ensure the environment and activities are safe. Safety gates are located in appropriate places to ensure the safety of all children.

What does the setting need to do to improve?

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

- provide more opportunities for children to be able to explore and direct their play in their own way.
- create opportunities to extend children's learning during activities so children can make even more progress.

Setting details

Unique reference number	EY368937
Local authority	Hertfordshire
Inspection number	10276652
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 July 2017

Information about this early years setting

The childminder registered in 2008 and lives in Watford. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Amy Clarkson

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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