

Childminder report

Inspection date: 21 June 2022

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 talk confidently to adults and one another. They eagerly explore the activities and resources. They clearly reflect the childminder's high expectations and her ethos of supporting children to become confident learners. Children follow the good example set by the childminder and her assistants. They are exceptionally kind and caring towards each other. For example, older children gently hold younger children's hands and help them clap in time to music. Children are building a good understanding of emotions. They talk about what makes them feel happy and about feeling proud of their lovely singing.

Children participate in many play opportunities that support them in developing their understanding of safety and their physical skills. They show control and balance as they climb the steps to the slide. They develop their smaller hand muscles as they use pegs to pick up cotton wool and use this to make patterns in paint. Children have many practical opportunities that help them understand how to take care of their bodies. For example, they clean pretend teeth, use role-play dentist equipment and talk about why people floss their teeth. The childminder kept in touch with children and their families during the COVID-19 lockdowns. This helped children to settle quickly on their return to her setting.

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

- Children make good progress. The childminder works with her assistants to assess children's development and plan what they need to help children learn next. The childminder monitors children's progress, quickly noting any weaker areas and offering support so that no child falls behind in their learning.
- The childminder is committed to developing her childminding service further. Her commitment and enthusiasm are shared with her assistants. She continuously reviews her work and supports her assistants well, enabling them to build on their skills and knowledge.
- The childminder offers children opportunities to remember what they have learned. For instance, children playing with the sand discover hidden pictures of teeth and food. They remember an earlier activity where they were cleaning pretend teeth and talked about which foods might be good for their teeth.
- Children talk about their favourite books and are developing a love of stories and reading. They respond positively when the childminder uses puppets to illustrate a story. Children use the puppets to retell the story and make up their own endings.
- The childminder and her assistants speak clearly to children, repeating new words and making sure children understand them. Children pretending to be dentists ask their patients to 'open your mouth nice and wide please' and use new vocabulary such as 'dental floss' and 'mint toothpaste'.

- Children enjoy practical daily opportunities that help them to recognise and appreciate differences. For instance, they talk about their homes, what they eat and any celebrations or festivals they observe.
- Children are well prepared for moving on to school. The childminder introduces some school routines into the children's day. Children enjoy sitting together for circle time. They discuss the weather and days of the week, learning to listen to others and take turns in discussions.
- Parents praise the childminder and her assistants. They note the good progress their children are making and state that they are in a safe and comfortable environment. The childminder communicates well with parents and supports them in building on their children's learning. Additionally, she has good partnerships with other providers caring for the children, helping to ensure that children's care is consistent.
- Children enjoy participating in activities and these are generally well adapted to suit each child's learning needs. However, the childminder and her assistants sometimes answer questions and solve problems for children rather than supporting them to consider these further and extend their critical thinking skills.
- Children enjoy playing in the garden. For example, they use the trampoline and make sandcastles in the sand tray. However, the childminder does not always offer as many outdoor opportunities to fully build on the development of children who prefer to play and learn in an outdoor environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of safeguarding. They understand how to recognise possible concerns about a child's welfare and report these to the correct professional. The childminder ensures that their knowledge remains up to date, for example through regularly refreshing their safeguarding training. The childminder talks frequently with her assistants about safeguarding and ensures they understand additional issues, such as radicalisation and the dangers of exposure to extreme views. The childminder recognises the potential dangers associated with the use of the internet and takes effective ongoing action to ensure that children are protected.

What does the setting need to do to improve?

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

- extend the opportunities that enable children to think and answer questions and to consider the problems they encounter as they play and find possible solutions to these
- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities.

Setting details

Unique reference number	EY431660
Local authority	Hertfordshire
Inspection number	10243558
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 10
Total number of places	12
Number of children on roll	18
Date of previous inspection	9 January 2018

Information about this early years setting

The childminder registered in 2011 and lives in Watford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

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 inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of household members and assistants.
- The inspector discussed how the childminder supervises and supports her assistants.
- The inspector talked with children and assistants at appropriate times throughout the inspection and considered their views. She also spoke with parents and reviewed their written feedback.

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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