

Childminder report

Inspection date: 11 February 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 are comfortable in their surroundings. This gives them the confidence to try things that they are unsure about. For example, some children are nervous about messy play experiences. They turn to the childminder for reassurance and receive praise for trying, such as when they explore paint using their fingers. They focus well and continue to participate willingly. This helps children to become confident and resilient learners. Children become independent in managing their own needs. For instance, young children fetch a tissue from the box themselves, rather than expecting the childminder to do this for them.

Children make the most of the resources on offer. For example, they explore sea creatures in a heavy-duty plastic tray. They talk to visiting adults confidently about different types of sharks. They extend their play by using connecting tiles to make an 'aquarium'. This helps children to make connections between their experiences. As a result, children develop a deeper understanding of the topics that interest them. Children use their imaginations as they play. For instance, they pretend to put toy babies to sleep. They feed them and rock them gently. They blow the babies kisses and pretend to tiptoe out of the room so that they do not wake them.

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

- Children develop strong communication skills. The childminder provides children with new vocabulary. For example, she talks about 'sifting' pretend snow in the mud kitchen. Children use new words appropriately. For instance, they talk about the 'slippery' ice cubes that they are exploring. As a result, children become more confident communicators. This also has a positive impact on their emotional development. For instance, children are able to explain to the childminder what has upset them. The childminder talks to children about the importance of sharing with others and how their friends may be feeling. This helps children to build and strengthen their friendships with one another.
- Children learn to count and use numbers as they play. Children who have less experience of counting use the number names they know out of sequence. Other children point to circles as they count, sometimes counting the same circle more than once. The childminder swiftly helps children to correct these mistakes. For instance, she repeats the numbers in the correct order back to all of the children. She points to each circle in turn so that children can see that each number corresponds with a circle. This helps children to develop their counting skills more accurately.
- Relationships with parents are strong. Parents are happy with the service that the childminder provides. The childminder shares ideas with parents so that they can support their children at home. For instance, she talks to parents about the strategies that she is using for toilet training within the setting. Parents are then

able to use these strategies at home. This provides children with consistency between the childminder's home and their own.

- The childminder asks children a range of questions as they play. Children are keen to respond and develop their games further. However, the childminder does not provide children with enough time to think about the questions she asks before she expects a response. For instance, she makes suggestions about where to place toys that children are using rather than waiting so that children can take the lead. As a result, children are not always able to share their knowledge and ideas with the childminder and develop their play in the direction they want.
- The childminder has a great deal of experience in teaching and supporting older children's learning. She has reflected on the provision she offers and is keen to focus on caring for younger children. She supports young children's learning and development. The childminder recognises that ongoing professional development is important to help her to develop her knowledge. Nonetheless, she has not yet carried out specific training or research to give her a deeper understanding of how young children learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibilities regarding children's safety and well-being. She has completed relevant safeguarding training, which includes areas such as female genital mutilation. The childminder knows the possible signs that a child is at risk of abuse. She monitors children for injuries and follows up with parents when these are observed. The childminder has contact numbers for the relevant authorities close at hand. This helps her to raise any concerns swiftly. The childminder assesses risks in her home to ensure that children are safe in her care.

What does the setting need to do to improve?

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

- provide children with enough time to process questions before expecting a response, to support them to share their understanding and ideas in more depth
- develop professional knowledge even further to gain a deeper understanding of how young children learn, and provide children with even stronger interactions.

Setting details

Unique reference number	EY460545
Local authority	Hertfordshire
Inspection number	10075418
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	4
Date of previous inspection	4 February 2016

Information about this early years setting

The childminder registered in 2013 and lives in Watford. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 setting.
- The inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the childminder's interactions with children. She discussed the impact of these interactions on children's learning and development with the childminder.
- The inspector spoke to parents of children who attend the setting and took account of their views.
- The inspector looked at a sample of the childminder's documentation, including suitability documents for 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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