

Childminder report

Inspection date: 12 June 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 enjoy exploring numerous age-appropriate activities in this warm, homely environment. They form close relationships with the nurturing childminder, who creates an environment where children feel safe and secure. Children regularly approach the childminder for affection and proudly show her their achievements in activities. They develop close friendships with one another. They cooperate well with each other in activities and chat fondly about their older friends who are at school.

Children demonstrate high levels of independence. The childminder supports this by encouraging them to complete age-appropriate tasks with minimal support. For example, children wash their own hands before meals and snacks. They help prepare lunch by chopping fruit and spreading butter on their toast and sandwiches.

Children enjoy learning in a language-rich environment. The childminder consistently engages children in meaningful conversation. She models new words at every opportunity, supporting them to develop a wide vocabulary. For example, children recall a recent birthday celebration. They discuss the 'delicious' cake they ate and describe in detail how it was decorated. Children have access to numerous age-appropriate books, which they share with the childminder during cosy story sessions on the sofa.

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

- Children are developing a good understanding of healthy lifestyles. The childminder prepares a variety of healthy snacks and meals throughout the day. Children confidently explain that they must eat their sandwiches and fruit before their desserts. Children have plenty of opportunities for physical play. They enjoy exploring the large, secure garden and enjoy regular trips to local parks.
- The childminder establishes close relationships with families from the start. She gathers detailed information about children's early experiences. This enables her to provide learning opportunities they may not otherwise receive. For example, children enjoy continuous access to outdoor play. They explore a variety of play equipment to support their physical development. Children also enjoy messy play activities under the large, canopied area in the garden.
- Children are polite and behave well in the setting. They always demonstrate good manners, thanking one another and helping each other in tasks. The childminder has high expectations of children's behaviour and is a good role model. She consistently demonstrates kindness and respect to adults and children. Children have a strong understanding of the importance of appropriate behaviour. The childminder regularly reminds them of the rules of the setting.

She consistently praises children's good conduct and their efforts and achievements in activities.

- The childminder adapts activities well to meet the needs of individual children. In a sensory farm activity, babies are encouraged to make the sounds of various animals. They use scoops to pour and explore the texture of different grains. In the same activity, older children learn the correct names to use for baby animals. They count the animals and the childminder encourages them to sort the animals by size and species.
- The childminder supports children's mathematical development in age-appropriate ways. She encourages young children to use props to count and act out the songs they sing. Older children develop an understanding of more complex mathematical concepts. For example, they explore concepts such as volume and capacity, with the childminder's encouragement, by filling bottles to various levels.
- Children show high levels of curiosity in their play. The childminder supports this well. She asks thought-provoking questions and allows children plenty of time to explore their ideas and respond. For example, during a session of water play, she encourages children to discuss what might happen if washing-up liquid is added to the water tray. They delight at mixing the liquid, creating bubbles, which they count and explore.
- The childminder monitors children's progress closely. She completes regular assessments to ensure that her knowledge of children's abilities is up to date. However, her robust knowledge of children's abilities, interests and progress is not routinely shared with other settings that children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding knowledge. She understands the signs and symptoms that could indicate a child is at risk of harm. The childminder confidently explains the correct process to follow when reporting concerns to the appropriate authority. She completes regular first-aid and safeguarding training, in line with local authority guidelines. The childminder conducts thorough risk assessments of all areas of her home and when on trips out.

What does the setting need to do to improve?

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

- establish more robust methods of communication with other settings to share information and support children in making excellent progress.

Setting details

Unique reference number	130474
Local authority	Hertfordshire
Inspection number	10285605
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	6
Number of children on roll	10
Date of previous inspection	12 October 2017

Information about this early years setting

The childminder registered in 1992 and lives in Watford. She operates all year round, from 8am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 provision.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of several children.

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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