

Childminder report

Inspection date: 22 April 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children settle with the childminder with ease. They become immediately engaged in the exciting resources available to them. A short hello song to all children welcomes them to the setting. This ensures they have a sense of belonging. All children show that they feel secure in the safe 'home-from-home' setting. Children are confident around visitors, knowing the childminder is close by if needed. This demonstrates how settled children are in the setting.

Children follow their own interests, selecting resources to play with independently. This allows them to make choices in their learning. The childminder has expert knowledge of child development. This ensures that all children make rapid progress. The childminder has an amazing ability to know when to join children in their play to support their learning and when to allow them to challenge themselves independently. Children are constantly engaged in activities and remain busy for the whole day. The childminder encourages children to problem-solve and develop their critical thinking skills. For example, while playing with the musical instruments, children investigate an accordion. The childminder allows children to explore how to create different sounds before she models the correct way.

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

- The childminder's ability to differentiate her language skills to support individual children is superb. Throughout the day, the childminder continuously narrates activities to support the younger children. For older children, she repeats words and phrases back to model the correct formation of words. The childminder expertly introduces basic sign language. This supports those non-verbal children to communicate. For example, they sign 'more' and 'please' to support their choices. All children make rapid progress with their communication and language skills.
- Children develop a love of books through the childminder's well-thought-out resources and activities. Children actively find books independently and bring them over to share with the childminder. A wide range of books ensures that children are aware that some books provide stories and others provide information. For example, the childminder shares a mathematics picture book with the children. She expertly adapts her questioning to suit all children's ages and stages of development and offers them all the chance to develop their mathematics skills.
- The childminder skilfully creates activities to support the sequence of children's learning. For example, she is aware that children need to develop their shoulder and arm muscles for early writing skills. The childminder creates activities with mark-making tools and large sheets of paper on the floor. This allows children to practise the big movements. The childminder adapts this activity for the older

children to draw smaller lines and circles. This helps to begin the process of letter formation for children.

- The childminder understands the need to ensure all children have access to challenging activities. She expertly includes challenge in all activities she prepares. For example, the childminder adds different-sized pens and crayons to the mark-making area. This encourages children to develop their pencil grip. In the sand tray, the childminder offers a variety of sizes of spoons and containers. This helps to develop children's critical thinking skills further.
- Children have access to a range of activities outside of the setting. The childminder regularly attends a local toddler group. This provides children with the opportunity to socialise with other adults and children, which helps to develop their social skills further. Other activities, such as swimming and soft play, help to develop children's physical skills. This allows children opportunities to access activities that they may not otherwise be able to.
- Parents speak very highly of the childminder. They praise how quickly children have settled into the setting and the relationship she creates with all children. Parents comment on the 'enriching activities' provided. They state that their children make swift progress in their learning. The childminder provides families with daily updates as well as weekly information on their children's development and the next steps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding. She understands the signs and symptoms of abuse and wider issues such as radicalisation. The childminder ensures that her knowledge and training are up to date, which ensures children's safety. She is aware of her responsibility to ensure everyone in her household is suitable and understands the process of reporting if there are any concerns. The childminder completes regular risk assessments, ensuring the day-to-day safety of children in her home.

Setting details

Unique reference number	2503245
Local authority	Hertfordshire
Inspection number	10191617
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Radlett. The childminder is open Monday to Friday, from 9am to 5pm, all year round except family holidays and bank holidays. The childminder holds qualified teacher status. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector completed a learning walk together of all the areas of the setting. The childminder discussed the curriculum and what she wants the children to learn.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector looked at reviews from parents during the inspection and took account of their views.
- The inspector viewed relevant documentation and reviewed evidence of the suitability of the childminder.

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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