

Childminder report

Inspection date:

8 November 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 adore attending this inviting and inclusive setting. They settle quickly and look forward to coming in to find their friends. Children form close attachments with the warm and friendly childminder. They check in with her for support and reassurance when needed. The childminder is incredibly supportive and encouraging. This means that children quickly develop confidence in accessing resources of their choice.

Children's behaviour is exceptional. They focus highly and concentrate on challenging and enjoyable activities. Children persevere when using scissors to cut paper or when mark making. They engage closely in activities such as playing musical instruments, or role playing with a pretend dentist kit. The childminder sets clear rules and expectations for behaviour. She encourages children to take turns, share and tidy up after they have finished with an activity. As a result, children become respectful towards others and show care for their toys. Routines run smoothly, and children know what is going to happen next. This supports them to feel settled and secure and the environment remains calm.

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

- The childminder effortlessly embeds mathematics into the curriculum. During each activity, she finds opportunities to add learning. The childminder encourages children to count the number of grapes on their plate at snack time. She supports children to count how many triangles they have cut out of their pizzas at lunchtime. The childminder also sings counting songs with children. They adore singing along and counting on their fingers. As a result, children develop core knowledge of numbers and quantity.
- The childminder teaches to outstanding levels. She uses her knowledge of child development to monitor children's progression and creates individual goals for children. She makes activities challenging and engaging. For example, the childminder asks children in the play kitchen, 'How are you going to make that?'. Children think deeply about this and work together to create ideas. This supports their problem-solving and teamwork skills. As a result, children make excellent progress across all areas of learning.
- The childminder strongly promotes and supports children's independence. Children, from as young as one year old, learn to take their coats and shoes off at the door. They know where they need to hang coats and which box to put their shoes in. Children love the opportunities to do things for themselves. They feed themselves, wash their hands, cut up their food and access and explore activities independently.
- The childminder creates an environment rich in language. She lets children take a lead in their play. The childminder follows and comments on what children are

doing. She adapts her language so that children understand instructions and questions. The childminder also introduces new words and concepts during play. This results in children becoming confident communicators from a young age.

- The childminder provides exceptional opportunities for children to access their local community. She takes children to parks with exciting mazes and animal corners. The childminder teaches children about different wildlife, the food they eat and places they live. This means that children are developing a strong understanding of natural environments and wildlife.
- Parent partnerships are commendable. The childminder is confident to share concerns regarding children's development with parents. She works with families to support children's individual needs. Parents praise the childminder for the high-level teaching and range of activities. They appreciate the regular updates on what children have been enjoying and learning.
- The childminder is highly self-reflective of her practice. She regularly updates her own skills and knowledge via regular training. This is to ensure her provision is at the highest possible standard. The childminder works closely with a co-childminder. She gains regular feedback to support her personal development and share best practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge of her responsibility to keep children safe. She is confident in recognising any possible signs of abuse, and the process of recording and reporting concerns to her local authority. The childminder is also aware of the wider safeguarding issues, such as the risk to children of being drawn into the transportation of drugs. The childminder has clear processes for fire evacuation and carries out fire drills regularly. She is stringent about the safety of the premises, with a clear safety protocol in place. The childminder's procedures for administering first aid, recording and reporting accidents and incidents are robust and clear.

Setting details

Unique reference number	2634194
Local authority	Hertfordshire
Inspection number	10260037
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She works from the co-childminder's home in Waltham Cross. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except for two weeks during the Christmas period, bank holidays and family holidays. She works with her co-childminder. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

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 childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, both indoors and outdoors, and assessed the impact this has on children's learning.
- Parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of relevant training.

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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