

Childminder report

Inspection date: 25 April 2024

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

The childminder creates a warm, calm and positive environment for children from the minute they arrive. Children eagerly greet visitors at the door and are keen to show them the learning on offer that day. The childminder has established trusting and close bonds with the children. She implements an ambitious curriculum that is sequenced to meet the needs of individual children. She knows exactly what she wants children to learn next. Children show high levels of engagement in their learning, independence and excellent communication and language skills. They are eager to respond to the childminder. From an early age, children show impressive independent thinking skills and problem-solving abilities. For example, very young children show the childminder the picture that indicates they would like their nappy changing. During lunch, when food drops on the floor, children independently use the dustpan and brush to sweep it up.

Children learn so much through their play. This is because the childminder is an inspirational teacher and her interactions with children are purposeful. She has high expectations of children's behaviour and what they can achieve. As a result, children are enthusiastic and active learners who immerse themselves in play. For example, children thoroughly enjoy role play as they pretend to make cups of tea for the dolls.

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

- The childminder gains excellent knowledge of each child she cares for. She tailors both the learning environment and her own teaching strategies to meet the emerging needs of the children. She works with parents and other professionals so all children, including children with special educational needs and/or disabilities (SEND), make excellent progress.
- The childminder recognises the importance of helping children to become confident communicators. She uses every opportunity to provide children with a language-rich environment. For example, the childminder talks about what children are doing as they play and asks them questions, giving them time to think before they respond. She establishes good eye contact and shows children her mouth as she makes the sounds with her tongue. Children hear a rich vocabulary. This includes listening to a wide range of different stories, which are well chosen to help children join in and develop a love of books.
- Children have lots of excellent opportunities to gain experiences outside the childminder's home. For example, they visit a local care home where they interact with the residents. Children gain an understanding of different occupations as they meet firefighters and police officers and learn about what they do. This enables children to gain knowledge of the world around them. Children also enjoy meeting with other childminders and their children, to

support their social skills.

- The childminder is alert to identifying children who may not be making the progress of which they are capable. She then shares her observations with parents so they can agree the best way forward. The childminder uses highly effective strategies to support children with SEND and knows how to access advice from relevant professionals. This helps to make sure that children receive what they need to help them be successful learners.
- The childminder works with children's parents, family members and any other professionals involved in the children's care. This ensures high levels of consistency and the very best outcomes for children, whether that be when they are adjusting to changes at home or need extra support with their speech and language development. Parents feel communication is excellent, and the childminder is always on hand to give help and support. Parents say they love to receive the photos, assessments of their children's progress and information on how to support learning at home.
- The childminder gives high priority to her own personal development. She makes use of local childminder network groups and training to keep herself up to date. Furthermore, she targets her training to support children's emerging needs. For example, the childminder has recently attended specialist speech and language training to help her support and extend children's vocabulary. She continuously seeks new ideas and information and undertakes research to further extend her already impressive knowledge. As a result, children benefit from outstanding teaching.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2647780
Local authority	Hertfordshire
Inspection number	10333099
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	0 to 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Hemel Hempstead. She operates all year round, from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

Information about this inspection

Inspector

Lisa Topham

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 childminder and inspector discussed how the curriculum is organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Children spoke to the inspector about the activities they were doing.
- The inspector and childminder evaluated an activity together.
- The inspector looked at relevant documentation.
- Several parents shared written feedback. The inspector took account of their views.

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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