

Childminder report

Inspection date:

26 September 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

Met

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this nurturing childminder. Children are incredibly content and self-assured. They develop exceptionally strong bonds with the childminder as they receive warm cuddles and smiles. This creates a safe and secure space for children to flourish in.

Children are highly motivated to learn. They eagerly explore the stimulating environment, which is carefully designed to meet the needs of the children. Children become deeply engaged as they play with animal cards. They consistently keep trying as they look for matching pairs and delight as they successfully find them, saying 'two dogs'. The childminder provides plenty of praise to the children, which further raises their high self-esteem.

Children's behaviour is commendable. The childminder makes developing children's social, personal and emotional skills a clear priority. Children show respect for each other as they take turns playing games. They enjoy sharing stories about their weekend activities and celebrate achievements from home. Their talents are shared with others as older children teach others sign language. This helps children to understand and celebrate what makes them unique.

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

- The childminder has a deep understanding of how children learn. She is extremely adept at connecting children's previous learning and building on it further. The childminder's high expectations of what children can achieve fully supports them to develop key skills they need for future learning. This supports children to achieve the best outcomes and helps children to make excellent progress.
- The quality of interactions with the children is exemplary. The childminder effectively weaves opportunities for children to develop their language and communication skills throughout their play. Young children learn the words for different animals, such as 'cow' and 'chicken', as they play with farm toys. Children develop a love for books. They delight as they share interactive books with the childminder. They lift flaps to discover a lion, and roar together. They giggle and laugh as they press buttons to make animal sounds.
- The childminder goes above and beyond to provide children with a rich set of experiences within the wider community. They have trips to farms and zoos where they see different animals. Children learn to take turns and socialise with their peers at playgroups and 'toddler gyms'. Outdoor learning is an integral part of the childminder's curriculum. She teaches children about life cycles as they discover frog spawn at the local pond. Children search for minibeasts in the woods, using magnifying glasses, and learn how to care for caterpillars that

grow into butterflies. This supports children to develop a deep understanding of the world around them.

- Parents speak extremely highly of the childminder. They state, 'The care she has offered has been outstanding.' They receive daily updates and detailed reports on their child's progress and next steps. The childminder helps parents to extend children's learning at home. For instance, she gives ideas about how to improve pencil grip, and educational games that families can play together.
- The childminder demonstrates an excellent commitment to her own personal development. Training is sharply focused to further raise the high levels of teaching. For example, the childminder's recent course in forest school teaching has enabled her to greatly enhance children's understanding of nature and the world around them. The childminder actively evaluates her practice and surrounds herself with a support network to share ideas and activities.
- The childminder works exceptionally well with other settings that children attend. She finds out what children's learning goals are in these settings and links these effectively to activities she provides in her provision. This helps children to fully embed their learning. The childminder prepares children well as they move on to school. Children learn to be independent in their self-care skills. They make links with their teachers before they start and practise new routines. The childminder prepares detailed transition reports to ensure information is concisely shared to ensure the needs of the child are met. As a result, children make the transition to school extremely smoothly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and robust knowledge of child protection procedures. She has excellent awareness of the signs and symptoms of potential abuse and or neglect. The childminder is confident in who to report her concerns to, should the situation arise. She remains vigilant and supervises children exceptionally well. The childminder supports older children to understand potential hazards and keep small toys away from younger children. The childminder risk assesses her provision and outings to help keep children safe. She teaches children how to walk safely to school and how to keep themselves safe when crossing the road.

Setting details

Unique reference number	EY273495
Local authority	Hertfordshire
Inspection number	10234763
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	3 October 2016

Information about this early years setting

The childminder registered in 2003 and lives in Chipperfield. She provides care from 7am to 5.30pm, Monday to Friday, during school term times. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Emily Woodhead

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, training records and the attendance register.
- The inspector took account of written feedback provided from parents.

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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