

Childminder report

Inspection date:

28 November 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children and babies experience exceptional care and attention in the superbly organised and welcoming environment. They establish excellent relationships with the childminder and each other. Children, including babies, settle very quickly and feel secure. They display high levels of emotional well-being. Babies smile and communicate enthusiastically when playing with the childminder. Older children enjoy challenging activities matched to their individual interests. They concentrate and tackle challenges with confidence.

All children behave exceptionally well. The childminder models and expects the highest standards of behaviour. Children abide by clearly mounted displays of 'do's and don'ts'. They can explain in detail why they should say 'please' and 'thank you', and why they should not pick up the baby or go into the toy shed without an adult. They understand choice and begin to make safe and wise choices independently. They play together, sharing toys and resources exceptionally well. At children's birthday parties they celebrate one another's uniqueness.

The childminder belongs to a network of local childminders from other parts of the world. They share ideas on activities for children from their own customs and celebrations. This helps children to get a first-hand understanding of people, places and religions beyond their own family and community.

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

- Parent partnerships are excellent. From day one the childminder seeks extensive information about each child. This helps her establish a speedy rapport with the child and creates a basis for continuous information-sharing with parents. The childminder listens to parents' views. Parents appreciate her adoption of their suggestion to use technology to communicate daily observations of their children's progress and experiences.
- The childminder has exceptional knowledge and understanding of children's developmental stages and astutely meets each child's needs. For example, she knows how much tummy time to give a baby to strengthen their neck and arm muscles without strain.
- Babies thrive under the childminder's meticulous care that includes their personal hygiene and the stimulation she gives them during play. For example, babies listen to and energetically feel the scrunch when handling tactile books.
- Babies watch the childminder's facial movements as she sings rhymes. They respond and make sounds that begin to resemble talking. All children, including babies, make swift progress. They are well prepared for the next stage in their development or education.
- Children make exceptional progress in speech and language. The childminder

provides a language-rich environment and gives children a wealth of opportunities to extend their vocabulary. For example, they read and re-read clearly printed, familiar, wall-mounted slogans and wise sayings. They learn them by heart and repeat them to their parents. The childminder encourages the children to use key words in different contexts. Children choose from a range of beautiful books, both fiction and non-fiction.

- Following evaluation, the childminder plans activities that she knows from discussions with children that they will find deeply interesting and absorbing, even after a full school day. Children are motivated to respond creatively to fresh challenges, but they also know when to take a well-deserved rest, perhaps with a computer game, book or cuddly toy.
- Children enjoy the childminder's nutritious home-made teatime meals. They appreciate the importance of making healthy food choices and understand the importance of keeping healthy. They recognise the positive impact that exercise has on their bodies.
- The childminder uses cooking to develop different skills in a variety of ways. For example, she places a large emphasis on mathematics. Young children develop counting skills by using basic measuring utensils. Older children use weighing scales and measuring jugs to estimate, calculate and measure out ingredients.
- The childminder knows and understands exceptionally well how to care for and help babies. She constantly evaluates and seeks to sustain improvements. Currently, she is attending a training course on sensory play to refresh her knowledge and understanding of how babies and toddlers learn.
- Parents are unanimous and unstinting in their praise for the service the childminder provides. They liken it to being part of a 'warm extended family'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely well trained and knowledgeable about her role and responsibility relating to child protection issues and keeping children safe. She knows and understands the signs of possible child abuse, neglect or being drawn into extreme behaviours or ideas. She has a clear understanding of how to report concerns about a child's safety. She ensures her assistant attends training with her, to update their knowledge and understanding of how to keep children safe. All activities and routines are risk assessed to ensure children are safe. This includes e-safety.

Setting details

Unique reference number	EY304079
Local authority	Hertfordshire
Inspection number	10127302
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 December 2014

Information about this early years setting

The childminder registered in 2005 and lives in St Albans, Hertfordshire. She is open from 7.45am to 5.30pm on Monday to Thursday, term time only. The childminder provides funded early years education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Liz Kissane

Inspection activities

- The inspector viewed the areas in the childminder's home used by the children inside and outside.
- The inspector observed the interactions between the childminder and the children and considered the impact on their learning.
- The inspector completed an observation of the childminder and discussed her understanding of her interactions on the children's development.
- The inspector checked a range of documentation including policies and procedures, certificates, and the suitability checks of the childminder and those who live in the household.
- During the inspection, the inspector reviewed written feedback and information from parents. She spoke to a selection of parents and 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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