

Childminder report

Inspection date:

24 February 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this excellent childminder's setting. They are engaged in meaningful activities and continually challenged and motivated to try new things and to solve problems. Children's learning and development is insightfully planned to help them build on what they already know and what they need to learn next. Children are confident talkers and readily share their experiences about trips they have enjoyed, for example to the air force museum, local woodlands and parks.

Children show high levels of respect towards each other, the childminder and the environment. For example, they eagerly help to sweep up the shredded paper to make the childminder's home safe before They make links when they eat a banana to what they learned about feeding honey to bees. The childminder encourages children to reflect on what they already know and use this information in different contexts.

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

- Children settle extremely quickly. The childminder finds out about every child's particular needs and interests from the start. She ensures that she establishes an effective two-way flow of information with parents about their child's individual learning and development. This helps to provide children with consistency in their care and learning.
- The childminder knows the children extremely well. She instinctively extends learning as she follows their interests. For example, when a child brings a drum from the playroom, the childminder introduces bells, shakers and a triangle. She explains that these are percussion instruments and introduces words to describe how to use them, such as 'scrape' and 'shake'.
- Children are developing excellent communication skills. The childminder skilfully weaves new words into the conversation as they play and checks their understanding, offering alternative words to help to embed this new knowledge. This is highly effective in helping to extend children's vocabulary. For example, when children notice themselves in the glass door, the childminder introduces words such as 'reflection' and 'translucent', explaining that this means light can travel through it.
- The childminder has high expectations for children, praising their efforts when they work hard to achieve difficult tasks. She gives meaningful praise that is specific to the children's learning. This helps to build children's confidence in their abilities and reinforces a positive attitude to learning.
- Parents feel very well informed about their child's day. The childminder kept in contact with parents throughout the COVID-19 pandemic. She provided tailored resources to each child's interest and individual development to support their ongoing learning at home.

- The childminder places a high priority on building children's understanding of places and communities beyond the local area. She encourages them to talk about previous visits. Children are keen to tell the childminder what they remember. They described with animation a recent woodland visit where they used large chalk rocks to make marks and write on tree stumps.
- The childminder promotes early mathematics well. She skilfully asks age-appropriate questions that help to prompt children's mathematical thinking. The childminder helps children to build mathematical knowledge. For instance, she teaches them the names of shapes and numbers from one to five. The childminder helps older children develop the skills required to complete simple calculations and explore quantity.
- Children learn how to keep themselves healthy and safe. The childminder talks to them about the benefits of healthy food choices and being active. Children know that eating snacks that are lower in sugar helps to keep their teeth clean and strong.
- The childminder is highly committed to her own professional development to help her continue to improve her practise. She ensures that any new knowledge gained helps to enhance further the consistently high-quality teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely committed to ensuring that children are safeguarded from harm. She has a superb understanding of local safeguarding arrangements and the possible indicators of child abuse and neglect. The childminder knows what to do should she have any concerns about the welfare of a child. She knows the steps to take if an allegation is made against herself or a member of her household. The childminder ensures that she keeps up to date with a wide range of safeguarding training. She helps children understand how to use the internet safely. The childminder makes effective use of risk assessments to ensure that her home and all outings are safe for children.

Setting details

Unique reference number	EY309507
Local authority	Hertfordshire
Inspection number	10127140
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 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 2005 and lives in Welwyn Garden City. She works with her husband, who is also a registered childminder. The childminder operates all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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