

Childminder report

Inspection date: 4 February 2020

Overall effectiveness	Outstanding
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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 are exceptionally confident, happy and secure. They respond to the childminder's calm, positive attitude and are busy and inquisitive but calm and determined. The childminder quickly builds a comprehensive understanding of each child. She has high expectations for all and offers them perfectly tailored support and exciting activities. These aid them in swiftly developing the skills they need in order to learn and succeed. Children are confident and happy to determine their activities and lead their own learning. For example, they competently set out rulers, paper and pencils. They use the rulers to draw lines to divide the paper, noting that the numbers on the ruler allow them to measure the space. They concentrate as they allocate lines to each child and write the initial letters of their names in the spaces.

Children demonstrate an excellent understanding of their emotions and know how their actions affect others. They show a very mature approach to managing their behaviour and show great kindness and respect for one another. For instance, children choose to play a card game. They pay meticulous attention to sharing the cards out equally and making sure that everyone understands the rules and how to play.

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

- The dedicated childminder maintains an ambitious vision for her childminding. She completes an extensive range of training opportunities and puts her new knowledge into practice. She frequently shares her knowledge and experience with other childminders and motivates them to develop their practice.
- Exceptionally well-considered daily procedures help children to feel valued and welcome. For instance, each child decorates squares of material. These are joined to make a patchwork of memories. Children love pointing out their squares, remembering the resources they used and noting how they have developed.
- The childminder intuitively plans play opportunities that successfully support children in building on their knowledge. For instance, she provides coloured dough outside, recognising that this feels and looks different in this environment. Young children are engrossed as they explore this. They are excited when they note that the dough is becoming dry. They quickly relate this to their knowledge of the weather and determine that the wind is drying the dough.
- Children gain excellent skills in recognising letters and sounds. The childminder has completed further training and offers children highly effective support. They enjoy reading poetry and making up rhymes using the same letter sounds.
- Thoughtful daily routines and discussions support children in gaining an

excellent knowledge of safety. For example, they sing a road safety song and readily explain that they need to 'use their eyes and ears before using their feet'.

- The childminder reads with creative emphasis. She captures children's attention and they show a love of books. Young children eagerly predict what will happen next. They readily recall the new words they have learned, such as 'pterodactyl' and 'triceratops'.
- The childminder skilfully adapts activities so that all children are challenged. During a mathematical game, young children count the dots on the dice and turn over the associated wooden number. Older children add and subtract the numbers and note that this means they can turn over different wooden numbers.
- Children demonstrate a practical knowledge of differences. They eagerly share photographs of their families and special events, explaining these to one another. The childminder values other languages spoken by children and helps all children to use daily words in these languages.
- The childminder makes excellent use of opportunities to help children understand healthy practices. For example, children pretend to make beds for one another. They talk competently about needing sleep to allow their bodies time to rest and re-build their energy.
- The childminder builds highly effective partnerships with parents and other childcare settings. She offers parents excellent support in extending their children's learning. For example, she lends resources to support individual children's development. Parents hold the childminder in high-esteem and say that they recognise her dedication to meeting children's needs and consistently offering them engaging activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding. She regularly refreshes her training in this area. The childminder has a comprehensive understanding of the procedure for identifying and reporting any concerns about children's welfare. She is exceptionally well informed about the risks posed to children by extreme practices and views. The childminder is highly effective in protecting children from risks associated with use of the internet. She talks sensitively with children about this and helps them understand how to keep themselves safe.

Setting details

Unique reference number	EY317099
Local authority	Hertfordshire
Inspection number	10127144
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 August 2015

Information about this early years setting

The childminder registered in 2005 and lives in St Albans. She operates all year round from 7.45am to 6pm on a Monday, Tuesday and Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She carried out a tour of the home with the childminder to discuss and understand how the early years provision is organised.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members. She discussed the childminder's self-evaluation and viewed a range of other documentation, including the safeguarding procedures.
- Written feedback from parents was looked at and the inspector took account of these 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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