

Childminder report

Inspection date:

3 August 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 at this setting are extremely happy and settled, showing strong attachments to the childminder and her assistants. Younger children cuddle up to them which helps them to feel safe. Older children confidently ask for help and talk openly to each adult around them.

Children's behaviour is exceptional. They share resources and take turns very well, showing kindness and empathy to each other. Older children readily help the younger children. For example, when using the climbing wall, they point to where the children should place their feet to help them across the wall. All children use exceptionally good manners throughout the day and thoroughly enjoy the company of each other. Older children sit and interact with the younger children, passing them toys, pulling funny faces and talking to them gently.

The childminder has exceptionally high expectations for every child. Children are enthusiastic and eager learners. They participate in group activities and seek out their peers to share experiences with. For example, when drawing dinosaurs, children call to another to share their picture. Children then join together in a group to discuss their drawings and share their ideas.

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

- The childminder has an outstanding knowledge of child development. Her curriculum is sequenced around children's learning needs and is planned based on the interests of each child. This helps to prepare children for the next stage in their learning, helping them to be highly confident and independent learners.
- The childminder gives high priority to children's language development and they are rapidly learning new words. She skilfully weaves words into the conversation as children play to embed new vocabulary. For example, children know the words 'cocoon' and 'chrysalis' and they correctly name the parts of a butterfly.
- Children eagerly investigate nature around them and demonstrate their knowledge to visitors. For example, they know that a particular creature is a spider because it has eight legs. Children show considerable concentration skills as they examine different creatures and compare and discuss the different features. They competently use binoculars to test out their own predictions, such as how far away the binoculars will let them see. Children demonstrate considerable engagement in their learning and are developing the attitudes, such as curiosity and perseverance, to be highly successful learners.
- Communication between the childminder and parents is excellent. The childminder takes time to settle children in, spending time with both the children and their parents to develop trusting relationships. Children build a strong attachment with the childminder which helps them to feel safe and secure and

therefore gives them the secure foundations they need to begin learning. The childminder uses an online learning journal and regular messages to keep parents up to date with the care, progress and learning of each child.

- The childminder and her assistants continually discuss the children's progress and how they can extend their learning. There is exceptional communication between staff which means they know children extremely well and can provide an outstanding quality of education for all the children attending the setting.
- The childminder teaches children to manage risk in their play. They swing their legs on the rope swing and pull themselves up safely using their arms. Staff supervise children extremely well, giving them opportunities to develop their confidence and self-esteem in a safe environment.
- Children's behaviour is exceptional. They listen carefully and follow instructions. Children wait their turn when taking part in a group painting activity, showing high levels of self-control and respect for each other. Children are motivated to learn and eagerly wait to see what is next. Their continuous curiosity and motivation mean they are deeply engaged in their play and display high levels of concentration as they learn what happens when they add water to the powder paint.
- The childminder has a clear focus on children's personal, social and emotional development and their communication and language skills. This is embedded throughout practice, giving children superb opportunities to develop the skills they need to be ready for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have an excellent, up-to-date knowledge of safeguarding issues. They have open discussions and take part in regular training to keep themselves well informed. They can identify concerns that indicate a child might be at risk of harm, such as radicalisation and extremism. The childminder and her assistants understand what they must do should they have any concerns about children's well-being or the conduct of their colleagues. Robust recruitment and vetting arrangements are in place to help ensure that all staff working with children are suitable.

Setting details

Unique reference number	EY334676
Local authority	Hertfordshire
Inspection number	10127155
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 5
Total number of places	18
Number of children on roll	15
Date of previous inspection	11 August 2015

Information about this early years setting

The childminder registered in 2000 and lives in Berkhamsted. She operates from 8am to 5.30pm, Monday to Thursday, all year round, except for family holidays. The childminder works with two assistants. She provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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