

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's views are sought and respected by the childminder. At the start of each day, children spend time choosing what they would like to do. The childminder uses children's choices to plan daily activities and skilfully weaves their next steps for learning into her teaching. This supports children's incredible attitude to learning. They become completely absorbed in their play and activities and develop very high levels of concentration.

Children's behaviour is excellent. The childminder has high expectations for children and teaches rules and boundaries through shared responsibility. The childminder consistently asks children to look at the floor before taking out more toys. This prompts them to help the childminder tidy up. Children know how to use voice-activated technology. For example, they ask the device to play the tidy up song. This adds a wonderful fun element to daily tasks. Children very quickly learn how to manage their own conflicts, including how to play with toys together and take turns.

Children are very happy and settled in the childminder's care. The childminder places the highest priority on supporting children's well-being. After much research and training, she has added mindfulness sessions to her curriculum. Children engage in these superbly well, and sit quietly with their eyes closed. The childminder encourages children to listen to their breathing and to sounds in the environment. She uses children's experiences to help them to learn how to inhale and exhale. For example, they pretend to smell flowers as they deeply inhale and then to blow out candles as they exhale. Children say that they feel nice after these sessions have ended.

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

- Children make exceptional progress with their speech and language. The childminder provides a language-rich environment, with numerous opportunities for children to build on their wide vocabulary. For example, conversations about sea creatures evolve into talking about children's experiences at the aquarium. Children recall events with vivid detail and make plans with the childminder about what they will look for when they visit again.
- Children are developing exceptional early writing skills. They hold pens correctly and form letters in their names extremely well. Children spend substantial amounts of time exploring movement and pattern, using pens on the large pieces of paper the childminder provides.
- The childminder carries out in-depth observations of children's learning. She carefully plans activities and interacts with children through free play, to target specific areas of their learning and development. The childminder's high

expectations of children mean that they take part in challenging and enjoyable activities. She works exceptionally well with parents and other settings to ensure children's needs are supported highly consistently. These outstanding partnerships result in children being superbly well prepared for their future learning.

- The childminder is a wonderful role model. She joins in all activities with vigour and enthusiasm. For example, the childminder and children move and dance to music to get them energised for the day. At other times, the childminder totally engages in mindfulness sessions. She understands the benefits not only to the children, but also to her own well-being.
- Partnerships with parents are very strong and highly effective. Parents are very complimentary about the childminder and her setting. They say their children adore the childminder and talk enthusiastically of their time with her. Parents feel their children are developing excellent knowledge and skills that prepare them extremely well for starting school.
- The childminder is highly committed to her role in caring for children. She reviews and reflects on how the extensive training she completes impacts on her practice. The childminder meets with other childminders to share ideas and to enhance her knowledge. She actively evaluates and reviews her setting, seeking the views of children and parents. For example, together they are developing an ambitious plan to further develop the childminder's garden.
- The childminder occasionally works with an assistant. She ensures her assistant has excellent knowledge of safeguarding arrangements. The childminder observes her assistant interacting with children and talks about storytelling being her particular strength.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an extensive knowledge of how to safeguard children. She has comprehensive policies and procedures that she uses meticulously to support her outstanding practice. The childminder talks about the importance of sharing these with parents. This enables them to have the best possible knowledge of her role and responsibility to keep children safe. The childminder has a superb understanding of how to liaise with professionals in her local area to help promote children's safety. She is very efficient and highly organised and works relentlessly to keep abreast of the wider safeguarding remit through completing training and research.

Setting details

Unique reference number	EY343509
Local authority	Hertfordshire
Inspection number	10127166
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 November 2015

Information about this early years setting

The childminder was registered in 2006 and lives in Hemel Hempstead. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures were looked at by the inspector, which included documents relating to safeguarding and complaints procedures.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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