

Childminder report

Inspection date: 21 May 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy their time in this vibrant setting. The childminder's unwavering commitment to treating each child as an individual, and her skill in providing expertly personalised support, contribute to ensuring that children thrive in her care. Her excellent understanding enables her to offer children activities that interest and inspire them. She understands how they prefer to learn, gently building their confidence and natural curiosity so that they become competent, independent learners. Children use the skills and confidence gained at this setting in all they do. For example, when they discover a hole in a log, they eagerly use their knowledge and imagination to determine what animals or insects made this.

Children reflect the childminder's consistently high expectations regarding behaviour and kindness. They show a mature approach, for example, as older children spontaneously offer to help younger ones. Children gain a highly practical understanding of safety. For instance, when using outdoor play equipment, they competently assess what effect the weather may have had on this. Excellent daily practice and thoughtful discussions successfully support children in understanding healthy lifestyles. For example, they discuss oral health and determine what constitutes a 'healthy diet'. They reflect the childminder's exceptionally positive attitude as they work together and show great perseverance as they challenge themselves to complete tasks.

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

- Children make excellent progress and are exceptionally well prepared for their future learning. The childminder has a deep understanding of each child's development and what they need to learn next. Her expert planning ensures that children enjoy exciting play opportunities that enable them to build on their skills. The childminder uses extremely robust monitoring procedures to ensure that children are always fully challenged in their learning.
- The conscientious childminder reviews all areas of her work to aid her in making further improvements. She evaluates activities and always extends these to help children make even further progress. The childminder completes a wealth of training and makes excellent use of any new knowledge to help her in further developing her practice.
- Activities are exceptionally well planned so that children gain new knowledge and have time to link previous learning. For example, children sort out items for recycling, confidently exploring the materials and determining the recycling category. They excitedly recall former knowledge as they explain how food waste decomposes and why it is recycled separately.
- The childminder completes comprehensive specialist training to aid her in exactly understanding children's developmental needs and how she can best support

them. This, alongside her significant skill in perfectly adapting her practice to suit each child, means that all children, including those with special educational needs and/or disabilities, make rapid progress.

- The childminder pays meticulous attention to children's current interests and creatively builds on these. For example, very young children develop their speech and knowledge as they paint faces on a cardboard box. The childminder encourages them to name simple features, such as the mouth. She then skilfully builds on this and children learn new vocabulary as they name the chin, eyebrows and cheeks.
- Children access an extensive range of reading materials. They show an avid interest in stories, and also enjoy discovering facts and information. For example, they look at catalogues and compare the toys illustrated. Children become engrossed as they explore an interactive book depicting Vivaldi's Four Seasons. They listen intently to the music and competently use the book as a guide when they discuss how the music changes and the moods this creates.
- Parents have nothing but praise for the childminder. They highlight her patience and commitment to inclusive practice. Parents report that 'children's days are filled with enriching activities'. They note the childminder's excellent communication and her support to them to 'continue the fun and learning at home'.
- The excellent use of local facilities helps children feel part of their community and aids them in gaining a meaningful awareness of diversity. For example, children look at knitted figures and displays made by community members and do their own research to discover the celebrations they represent. They look in detail at the roles of people who support the community, such as police, fire officers and refuse collectors.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY346955
Local authority	Hertfordshire
Inspection number	10344295
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	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 August 2018

Information about this early years setting

The childminder registered in 2005 and lives in Abbots Langley. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

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 this provider.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also reviewed written feedback from parents and older children.

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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