

# Childminder report

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Inspection date:

28 February 2024

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## **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 are at the centre of this unique setting. The childminder creates a stimulating and captivating environment that sparks children's curiosity and interest. Children arrive and quickly become deeply engrossed in the enriching learning environment with support from a very nurturing childminder. They are incredibly confident and independent and make informed decisions about what they would like to do. For example, children have an amazing time making marks on the white board. The childminder encourages them to hold the mark-making tools correctly to build on their fine motor skills and ascribe meaning to their creations. Children concentrate exceptionally well and display a very positive attitude. This helps build on their dexterity, hand-to-eye coordination and supports their creativity and imagination.

The childminder is very warm and supportive. She has very high expectations of children and they rise to the challenge remarkably well. Children follow the setting's routines and boundaries with confidence. They behave incredibly well and show great levels of respect and consideration towards their peers and childminder. Children form strong and affectionate relationships with the childminder, who in turn promptly responds to their needs with kindness and reassurance. Children develop skills needed to become independent and resilient learners. The knowledgeable childminder shares pride in children's achievements and praises them for their efforts. This helps children feel valued and happy during their time at this setting.

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

- The childminder has created a rich and meaningful curriculum that is extremely well sequenced. The childminder has a very clear vision of what she wants children to learn. The childminder offers a diverse and inclusive practice. She takes into account children's needs, abilities and interests when planning a fantastic range of inspirational activities. For example, children have an amazing time exploring animals sounds. They squeal with excitement when they try to reproduce the sounds some animals make while the childminder encourages them to persevere. This helps further enhance children's understanding of the world and cognitive development.
- The childminder is an exemplary role model for the children. She models language very well and engages children in meaningful conversations. The childminder introduces new words such as 'stripes' and 'slide'. She successfully explains their meaning to ensure the new vocabulary is securely embedded. This helps promote communication and language to very high standards.
- Children develop a passion for literature from very young age. Their natural curiosity is fostered through reading stories with the childminder. Children

quickly become immersed and mesmerised by the narrative of their favourite story about some goats. The childminder encourages them to observe the characters and talk about what happens next. This helps develop children's early reading skills and listening and attention skills.

- The childminder creates fantastic opportunities for children to enhance their sensory experiences. The childminder inspires children to make pretend snow to feel its texture and temperature. As they explore this with great curiosity, the childminder explains the difference between wood, plastic and metal. Children also engage in role play with small polar bears and engage in discussions about their habitat. This builds on children's understanding of the world, problem solving and critical-thinking skills.
- Children have a fantastic time engaging in a music activity with the kind childminder. She encourages children to choose their favourite song to sing with help from visual prompts. Children sing loudly and with great enthusiasm while moving around to the rhythm of the music and doing the actions. This supports children to express themselves creatively and build on their gross motor skills, balance and coordination.
- The childminder has a very clear vision for her setting. She constantly reflects on her practice and strives to deliver high-quality care and education. The childminder has a very sound knowledge and understanding of children's development which extends to children with special educational needs and/or disabilities and children who speak English as an additional language. As a result, all children make remarkable progress in all areas of learning and are ready for their next stage in education. Furthermore, the childminder is committed and dedicated to improving her practice and completes regular and relevant training.
- Partnerships with parents are excellent. Parents value all the fun and exciting activities the childminder provides for all children. They appreciate and praise the exceptional progress their children make.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY358802                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10316853                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 12                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 22 May 2018                                                                       |

## Information about this early years setting

The childminder registered in 2007. She lives in Oxhey Village in Watford, Hertfordshire, and works with another childminder. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. The childminder receives funding to provide free early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Anca Sandu

## 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 provision.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Parents spoke about the setting to the inspector, who took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector looked at relevant documentation and reviewed evidence of suitability to work with 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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