

Childminder report

Inspection date: 28 January 2025

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 flourish and are extremely well cared for in this nurturing environment. The childminder creates a well-thought-out learning environment that allows children to submerge themselves in play. The childminder and co-childminder work incredibly well to plan a curriculum to deepen children's understanding and embed their learning. The childminder ignites children's imagination as they go on a pretend journey to China to look for pandas. Children spot bamboos and the mountains in the distance. Children recall the name of the mountain as 'Mount Everest'. When they cannot find the imaginary pandas, they remember they are on the other side of the mountain, in 'Nepal'. Children practise their physical skills as they pretend to ride on 'cranes' to fly to the 'Great Wall of China'. The childminder weaves mathematical concepts into the activity. She adapts activities and teaching superbly. For example, older children count to five and then count backwards. Younger children consider the concept of fewer and more and use their fingers to display the number.

Children's behaviour is exceptional. The childminder models empathy and kindness. She teaches children that it is okay to make mistakes and pretends to get things wrong. Children enjoy making mistakes and figuring out how to achieve success themselves. Children are resilient learners.

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

- The experienced childminder has an excellent understanding of how children learn. Her curriculum is clearly sequenced and considered. The childminder knows where children are in their development and what they need to learn next to close any gaps in their learning. Children acutely gain skills and knowledge and are developing rapidly while having lots of fun.
- The childminder places a high value on providing children with the confidence to know, use and understand vocabulary. Very young children hold long back-and-forth conversations. The childminder supports role play in the play kitchen. Children talk about the different foods. The childminder explains that 'sushi' is a popular Japanese dish made from seasoned rice with fish, egg, or vegetables. The childminder helps children understand past and future tenses. Children practise talking about things that have happened and will happen later. Children enjoy clapping out the syllables of new words. This helps children notice and hear that words have parts. The childminder helps children to detect the individual sounds of spoken language. This helps to join children's understanding and extend their speaking skills even further.
- To teach children about democracy, the childminder helps children to make choices and express their preferences. For example, children place their name card under their preferred snack choice. Children understand the snack with the

most votes will be the morning snack and the other will be for later. This helps children develop an understanding of fairness and to value other people's opinions.

- The childminder considers how she can support children's emotional development, so each child can progress at their own pace and learn to manage their feelings and behaviour. Children recognise and identify feelings, similarities and differences. For example, children copy the image on the building card to make construction brick characters, each with various facial expressions.
- The childminder talks to children about how to keep their bodies healthy. She helps children to learn the reasons why we wash our hands and eat healthy foods. Children remember that germs are invisible to the naked eye. Children show high levels of independence in their personal care. For example, they toilet independently, wash their hands after nose wiping and take their shoes off after outdoor play.
- The childminder weaves mathematical learning through children's play. She uses mathematical vocabulary to ensure that all children can understand positional language, name colours and recognise shapes. More confident children are beginning to look for patterns in the 100 square chart and seeing that adding 10 always moves one row down on the chart.
- The childminder is committed to her own professional development. She meets with other childminders to share ideas and reflect on practice. The childminder targets future professional development to enhance and refine her skills even further. Everything the childminder does is to ensure that provision for children is outstanding.
- Parents report how the childminder shares what she is focusing on and supporting their children to learn next. They feel she takes the time to form strong, trusting relationships with them.

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	EY377230
Local authority	Hertfordshire
Inspection number	10372826
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	25 March 2019

Information about this early years setting

The childminder registered in 2008 and lives in Bishops Stortford. He operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with another registered childminder. Both hold qualified teacher status. The childminder offers funded early education places to all eligible children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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