

Childminder report

Inspection date: 13 February 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the nurturing, highly positive environment created by the childminder. Her confidence in allowing children to determine their play, and her expertise in supporting this, means that children's play evolves naturally throughout the day. They move through areas of learning, becoming engrossed as they explore, experiment, make connections and draw conclusions. This positive, enabling approach successfully aids children in becoming extremely confident, competent learners. For example, while painting, young children notice the water changing colour. They use pipettes to transfer this to other containers and then decide to add toy vehicles. They note an ambulance and move on to an exceptionally imaginative hospital role-play scenario.

Highly effective daily practices, discussions and activities support children in gaining a practical understanding of healthy practices. For example, young children participate in activities that support them in learning about oral hygiene. The childminder's excellent interaction aids children in understanding how to keep themselves safe. For instance, when visiting a park, children assess the equipment, understanding their own capabilities and safe risks. They persevere at climbing a rope ladder, safely building on their skills and celebrating when they achieve. Children reflect the calm, respectful environment and show a mature courtesy and respect for others. Their deep understanding of emotions enables them to empathise with others. They show genuine kindness, for example, as they spontaneously share the resources.

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

- Children make rapid progress and are very well prepared for future learning. The childminder skilfully and accurately assesses children's development and determines what they need to learn next. She uses her deep understanding of each child to offer them exciting play opportunities that exactly meet their developmental needs.
- The childminder's precise ongoing monitoring of children's progress enables her to identify any weaker areas in children's learning and take immediate action to address these.
- The childminder continuously evaluates her practice and is constantly striving to improve this. She completes a wealth of training, carefully reviewing this and putting any new knowledge into practice. Additionally, the childminder has exceptionally secure procedures to update the suitability and knowledge of her assistant should they be used to support her work.
- The childminder's respect for all and her very genuine interest in the children play a major part in supporting them to develop their language and communication skills. Children are exceptionally confident, competently using

their excellent command of language to describe their play and ideas. Young children understand concepts and use complex sentences to describe these. For example, they put themselves in the place of characters in a book and describe what they might feel in their situation.

- Children demonstrate an amazing enjoyment of books and reading. The childminder fully appreciates the benefits of repeating stories and children have established many favourites. The childminder's creativity and animation when reading enthral children and they listen intently as the childminder brings stories to life. Children engage in numerous activities associated with the books they enjoy, offering them innovative opportunities to repeat and act out what they have been reading.
- The childminder's expert practice and attention to detail means that children have time and numerous opportunities to practise what they have been learning. For example, when children are playing with water, the childminder introduces the word 'overflow' and makes sure that they understand this. Children later use this in the correct context when playing independently. For example, they exclaim 'oh no, the water's overflowing, it's all over the table!'.
- Through their participation in thoughtful discussions and activities, children gain a very practical awareness and respect of the diversity of their community and the wider world. For example, they visit the local war memorial and sensitively discuss the meaning of this. They consider how this experience affected people locally and nationally, reading associated books to support their understanding.
- Parents speak exceptionally highly of the childminder and highlight the excellent progress their children make. They appreciate the childminder's 'exceptional professionalism, attentiveness and dedication'. The childminder's excellent communication with parents means they are very well supported in understanding how to build on their children's learning at home.

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	EY411976
Local authority	Hertfordshire
Inspection number	10308314
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	9
Date of previous inspection	29 March 2018

Information about this early years setting

The childminder registered in 2010 and lives in Abbots Langley. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education places for two-, three- and four-year-old children. She works with an assistant on a very occasional basis.

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 setting.
- The inspector observed activities 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 and the suitability of household members and the assistant.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also reviewed written feedback from parents.

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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