

Childminder report

Inspection date:

16 July 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

The childminder provides a child-centred setting, focusing on skills that will benefit children as they move through their education. The childminder is extremely responsive to children's needs and meets them to an exceedingly high standard. She listens carefully and responds to babies' babbling and vocalisations, giving them a range of language to hear and copy. This shows children that the childminder values their voice, and helps to develop conversation skills at a very early age. The childminder uses an extensive range of vocabulary during play. While focusing on a traditional story, the childminder repeats key phrases from the book, with intonation, while playing with props to bring the story to life. Children copy actions and words, enjoying the rhythm of speech. This helps to build children's language skills to a very high level.

The childminder treats every moment as an opportunity for children to learn. At snack time, the childminder offers children a range of healthy fruit to choose from to make their own choices. Children, including babies, use a handheld cutter on a chopping board to chop fruit, practising control with their hands. The childminder sings as they peel and cut fruit, supervising the children closely. Children's behaviour is exemplary and they show high levels of care and concern for each other. When babies realise their friends do not have a shaker when singing, they find one and give it to them. The children have made thoroughly secure attachments with the childminder. The childminder is tuned into children's personalities. She quickly notices if they need comfort and swiftly reassures them. This helps children to develop extremely good levels of resilience and confidence.

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

- The childminder is an extremely dedicated professional, who strives to provide a high level of care and education for children. She builds on her own learning and practice over time as she eagerly seeks out training that benefits the children in her care. She expertly implements these skills in practice. For instance, she focuses on core words to learn in English and children's home language when reading a story. This helps children's rapid progress in communication.
- The childminder shares her learning widely with other childminders and the children they care for. She organises outings to local community venues for local childminders, such as the fire station. She expertly plans these with extremely thoughtful learning purposes for children of all ages. Her exceptional communication with the other childminders ensures she takes all children's additional needs into account. This increases the number of children who can benefit from her outstanding skills.
- The childminder has a deep knowledge of how children learn and applies this to her practice, thoroughly underpinning children's development. She gathers a

vast amount of information to individualise the curriculum for the children. She has an excellent understanding of the children she cares for and carefully plans what children will learn next and when. She uses information about their whole lives to give them exceptionally well-rounded experiences.

- The childminder provides a broad curriculum and encompasses a wide array of learning during activities. She instinctively follows children's curiosity and exploratory impulses and expertly adapts her practice. Babies attempt to practise moving their whole bodies to climb on planters and chairs outside. In response, the childminder sets up an obstacle course for them to safely balance, crawl and jump on. She counts as they walk and uses positional words to help children understand the meaning of these concepts. She also provides cardboard boxes for them to crawl in and out of, and activities that always keep babies' developing physical skills in mind. This helps them explore new ways of controlling and moving their bodies in a playful way.
- The childminder engages children in a broad range of activities that capture their interest and links their learning. For example, inside she encourages babies to place dry pasta in a bottle to shake. Outside, bottles are filled with water and the childminder brings children's attention to the differences in sound. They continue to concentrate for long periods of time for their ages. Young children independently scoop other materials they find and figure out how to put them in the pots. They smile and laugh with delight as the experiment with natural and man-made resources.
- Partnerships with parents are exceedingly strong. The childminder begins working together with them before the children start attending. For example, she encourages parents to take children out and about, to prepare them for the experiences the childminder will offer. This close partnership continues throughout their child's time with the childminder to complement the provision the children receive. This helps parents understand how they can make a difference for their children at home that will support their lifelong learning.

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	EY414478
Local authority	Hertfordshire
Inspection number	10351625
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	1 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	2 October 2018

Information about this early years setting

The childminder registered in 2010 and lives in Wheathampstead, Hertfordshire. She operates all year round from 7.30am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She receives funding to provide free early education for two-year-old children.

Information about this inspection

Inspector

Elke Rockey

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 talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the childminder and children at appropriate times during the inspection and considered their views.
- The childminder and the inspector carried out a joint observation of a planned activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and read several testimonials and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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