

Childminder report

Inspection date: 23 June 2023

Overall effectiveness	Outstanding
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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 play happily in the childminder's wonderfully warm and welcoming home where they are free to explore, imagine and learn. They show that they feel extremely happy, settled and safe. Children's behaviour and early relationships are exemplary for their age. They are exceptionally well behaved and have excellent manners and social skills. Children confidently greet visitors and say, 'It is nice to meet you'. They are very considerate towards each other and play amazingly well together. Children offer their friends first choice when choosing toys and wait for them to finish their snack before getting down from the table. The childminder acts as an excellent role model and praises children for their being a 'kind friend'.

Children become excited and deeply engrossed in their play. For example, they choose their shopping bags and pretend to buy the fruit and vegetables they have set out on the 'market stall'. Children weigh and scan the items and use their 'card' to pay for them. The childminder provides real fruit and vegetables and children learn their names, such as 'turnip', 'cabbage' and 'grapefruit'. Children count the lemons as they put them in their bag and ask how much they cost. They learn how to harvest their own fruit and vegetables and use them in their cooking activities. For example, they gather the apples from the tree in the garden and rhubarb from the allotment to make crumbles. Children ably apply their mathematical skills when weighing cooking ingredients. They are confident, motivated and extremely well prepared for their future learning and their move on to school.

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

- The childminder offers an exceptional childminding service. She ensures that all children make outstanding progress while in her care. The childminder has an excellent understanding of how children learn and she knows them all extremely well. The highly ambitious curriculum encourages children's passion for learning. The childminder skilfully reinforces and builds on children's knowledge and experiences.
- Children have lots of fun and are excited to learn new things. They develop a positive 'can-do' attitude. The childminder gives children the belief that they can achieve what they want to do. She focuses on children's interests when planning the many stimulating and enjoyable activities. Consequently, children retain what they have learned and are extremely well prepared for their future learning.
- The childminder engages children in meaningful conversations to extend their communication skills. She values what the children have to say and gives them enough time for them to think and respond to questions. Children eagerly share their knowledge with their friends. For example, they excitedly explain that the 'burrowing owl' lives in a burrow. The childminder extends their learning by

asking them what other creatures live in burrows.

- Children enjoy looking at the wide range of books, both fiction and non-fiction. This significantly enhances their love of literacy. Children decide which story they want to listen to and happily join in, helping to turn the pages. The childminder reads to children in a way that excites and engages them. Children show their understanding by answering questions about the story and joining in with familiar phrases.
- The childminder's excellent care practices promote children's confidence, resilience and independence. Children have many opportunities to learn to use tools safely. They confidently use scissors to cut the stalks of the strawberries and knives to cut up their cucumber. Children acquire excellent self-care routines and enjoy playing in the fresh air. They learn about healthy foods as they make fruit kebabs. Children grate the garlic and squeeze the lemons to make hummus.
- Children show awe and wonder as they watch the birds visiting the bird feeder. They are fascinated by the different birds and eagerly hunt for a picture of them in their bird books. Children excitedly find the 'coal tit' in the book. They watch the birds lining up on the roof, taking turns to visit the feeder. The childminder points out that the birds have 'very good manners' as they wait for their turn.
- The childminder gives a very high priority to children's emotional well-being. She builds excellent attachments with them and provides them with nurturing and consistent care. She acknowledges when children are sad, helping them to manage their feelings. She introduces them to 'baby yoga' to help them to relax. The childminder skilfully supports children to resolve conflicts, and sensitively explains why they have to be fair and share and take turns with their friends.
- Parents are valued partners and are very enthusiastic to share their views of the childminder's provision. They describe the childminder as 'brilliant, kind, considerate, professional and honest. The childminder keeps parents up to date and involves them in all stages of their children's learning and care. She gathers precise information when children first start with her, and guides parents in how to support children's learning at home. Parents say that they feel so lucky to have the childminder in their lives.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is given extremely high priority. The childminder is very knowledgeable about safeguarding procedures. She is vigilant in recognising any concerns, such as a change in a child's behaviour. The childminder has an excellent understanding of how to monitor and report any concerns. She has comprehensive safeguarding policies and procedures in place. When she is out, she takes a key ring with photos of the children and their details, in the case of an emergency. She explains her duty of care to parents so that they fully understand her role and responsibility in protecting their children from harm.

Setting details

Unique reference number	EY435703
Local authority	Hertfordshire
Inspection number	10285585
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	12
Date of previous inspection	11 October 2017

Information about this early years setting

The childminder registered in 2011 and lives in Hitchin, Hertfordshire. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Oliver

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 setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector took account of the views of parents from written feedback provided.

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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