

Childminder report

Inspection date:

1 September 2022

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 at this outstanding setting and learn from a wide range of experiences and activities. The knowledgeable childminder and her assistants carefully tailor the environment and activities to inspire children's curiosity and develop children's communication and language skills. The childminder's garden is full of enchanting areas and interesting objects, which provokes early language. Children have access to a woodland area, an art cabin and a variety of equipment to develop their fine- and gross-motor skills. Children become motivated and independent learners. For example, children independently experiment with different objects in a water tray to find out whether they sink or float.

Children are skilled at helping each other and working as a team. For example, children help each other to transport the dolls to different areas in the outdoor environment, as well as work together to change the dolls' clothes. This helps children to develop team working and problem-solving skills. Children show high levels of respect towards the environment and other people as they explore and play. During snack time, children enjoy socialising with one another. Children are confident to sit, listen and communicate with one another and use manners, such as 'please' and 'thank you'. Children form strong attachments with staff and are keen to show them their individual personalities and share their achievements. Children are extremely well supported by the childminder and her assistants, and the children respond well to the high expectations that the childminder has of what they can achieve.

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

- The childminder and her assistants create an inspiring environment that supports the intent of an ambitious and thoughtful curriculum. Children can access a wide range of resources, which meet the children's needs and further promotes their focus on learning. Children demonstrate how to use the resources confidently, as well as demonstrating how to look after them.
- The childminder has a clear and ambitious vision for providing high-quality education to children. The childminder has excellent knowledge of the 'Statutory framework for the early years foundation stage'.
- Children have a positive attitude to their play and learning. They are highly motivated to share and cooperate with each other. For example, children work together to find out how many dolls can fit in the car to transport to another area of the garden, where other children change the clothes of the dolls.
- The childminder and her assistants understand the areas of learning they teach and the way in which young children learn. As a result, adults present information clearly to the children, such as by choosing an object from a bag and a song to match the object to. This develops language and new vocabulary

in a way that excites and engages children. Therefore, children enjoy using the props and actions as they join in with the songs. Misconceptions are addressed, such as the difference between a 'worm' and a 'caterpillar', and further discussion provides further learning.

- All children have opportunities to join in and develop their interests. Younger children are well supported to access more challenging activities and achieve the best possible outcomes.
- The childminder goes beyond the expected and is highly successful at giving all the children a rich set of experiences that promote respect for people, animals and the environment.
- The childminder supports children who speak English as an additional language very well. She effectively teaches them English, while also respecting and encouraging their home languages. This strongly supports children to communicate with members of their families in other countries.
- The childminder has good partnerships with parents. She communicates with parents via an app and sends photos of their children's learning. Parents feel listened to and supported. Parents speak highly of the provider and the inspirational environment where their children learn. They are delighted with the variety of experiences their children have daily.
- The childminder constantly reflects on her and her assistants' practice. She considers how to improve practice in the setting and accesses a wealth of professional development opportunities to support this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility in safeguarding children. She has a confident knowledge and understanding of how to report any concerns regarding children's welfare. The childminder has effective safeguarding procedures in place to share with her assistants. This includes ensuring that assistants have a good knowledge of signs and symptoms that may suggest a child is at risk of harm. The childminder's home is well maintained, secure and organised, with children's safety a priority. She has risk assessed her home and outdoors to minimise any hazards.

Setting details

Unique reference number	EY441161
Local authority	Hertfordshire
Inspection number	10235646
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	18
Number of children on roll	9
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Stevenage. She operates Monday to Friday, from 8am until 6pm, all year, except for bank holidays and family holidays. The childminder and two of her assistants hold an early years qualification at level 3, and another assistant holds a qualification at level 2.

Information about this inspection

Inspector

Louise Jennings

Inspection activities

- This is the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the childminder and assistants at convenient times during the inspection.
- The inspector observed the quality of education and had discussions with the childminder and assistants about what they want children to learn.
- The childminder and inspector carried out a joint observation to assess the quality of education.
- The inspector viewed areas of the home used for childminding.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, training, Disclosure and Barring Service checks and first-aid certificates.
- The inspector tracked children's experiences and discussed the findings with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022