

Childminder report

Inspection date:

16 March 2023

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 are highly engrossed in their learning. They seek opportunities to learn new things and are eager to share this with the childminder and her assistant. For example, children find woodlice in the garden and talk about what they are called and where they have come from. The childminder's assistant teaches children new language as she explains to them that woodlice are called something different in Irish.

Behaviour is excellent. Children understand that the childminder has very high expectations for them and as a result, even the youngest children have a deep understanding of the feelings of others and being respectful. The childminder and the children refer to themselves as 'a team'. Children root for each other, praising each other for their achievements. They are eager to help each other. Older children help to put placemats out at mealtimes and ensure that the younger children have theirs too.

Children are extremely confident in the childminder's home. Children feel listened to by the childminder and her assistant. Children voice their opinions and express how they want to do things and they know that the childminder is highly responsive to their needs. Children say 'If you are scared, you can have a big cuddle' as they look at emotions on flash cards.

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

- Mathematics is embedded in everything that children do. Younger children spontaneously count 'eight, nine, 10' during play. Older children are eager to introduce mathematics to their games. They use a sand timer during an oral hygiene activity. They talk about how many minutes the timer will last for and estimate with different numbers. The childminder and her assistant expertly promote a love of mathematics and number and frequently introduce new mathematical concepts to the children such as talking about shapes, size, capacity and number.
- The childminder and her assistant know children extremely well. All children make excellent progress in their learning. The childminder is relentless in her pursuit to ensure that she consistently reflects and improves upon all aspects of her provision and practice. Activities are differentiated and personal to each child and what she intends them to learn. Younger children hunt for different colours in the garden, while older children learn the names of numerals and sequence numbers.
- The childminder knowledgeably supports children's reading and writing skills. Children concentrate while using pencils to make controlled and purposeful marks on paper. Older children trace over letters and are beginning to form their

name. Younger children create lines and circles on paper, developing their small muscles in order to begin to write.

- Children enjoy looking at books and realise that each book tells a different story. The childminder's assistant reads 'The hungry caterpillar' to children before snack time, talking about different foods and fruits. She gives younger children a hardback copy of the same book so that all children can immerse themselves into the story. They learn about inclusion and the childminder provides opportunities for visitors to teach children sign language and talk to them about hearing impairments.
- Opportunities for children to develop their independence are fantastic. Young children are able to put on their own coats and shoes ready to go into the garden. During an activity where children are brushing pretend teeth, all children are encouraged to persist as they squeeze toothpaste from tubes. Children are extremely resilient and enjoy taking on new opportunities to try to do things.
- The childminder and her assistant consistently build on children's experiences which gives them a deeper understanding of what they are learning. As children learn about what the police do, the childminder plans a trip to a converted police station where children explore police cells. They develop their imaginative skills using role-play dressing up clothes and props to bring the experience to life.
- Parent partnerships are very effective. Parents talk about how the childminder is 'very supportive and an extension of their family'. Parents praise the daily feedback and advice that they receive to help them support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are vigilant and proactive in ensuring that children are protected from harm. They know children extremely well and are astute to any changes that may be a cause for concern. They are confident of the action to take should they be concerned about a child's welfare, including when to refer to statutory children's services. They confidently discuss what they would do if they suspected that domestic violence was happening in a child's home. Both attend regular training as well as weekly webinars to ensure that their knowledge is current and up to date.

Setting details

Unique reference number	EY448507
Local authority	Hertfordshire
Inspection number	10276558
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 July 2017

Information about this early years setting

The childminder registered in 2012 and lives in Hoddesdon, Hertfordshire. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Clarkson

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to with the inspector during the inspection.
- The inspector carried out a joint observation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members and the childminder's assistant.

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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