

Childminder report

Inspection date:

3 October 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children form exceptionally strong bonds with the childminder and other children in the provision. The childminder has a deep understanding of children's needs and interests and uses this knowledge to set up an exciting environment, which motivates them to learn. There are many opportunities for children to consolidate new knowledge and skills. For example, children are keen to practice their somersaults to perfect their forward roll technique. The childminder skilfully facilitates this, offering children different levels of support to help them be highly successful.

Children are very resilient and relish challenge in their learning. They are confident to try new things and persevere with their chosen tasks. Children are developing excellent mathematical skills. They competently sort colours and sizes, showing great determination to complete the task to their satisfaction.

Children are confident communicators. They have very good language skills for their age and use them very effectively to communicate their ideas as they play. The childminder models language and introduces new words to help children broaden their vocabulary. She revisits subjects to check children's understanding and skilfully encourages them to think, question and make decisions. Children demonstrate this throughout their play, for example, they explain the horse was 'trotting' through the farm.

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

- The excellent communication with parents underpins everything the childminder does. This has an extremely positive impact on children and their progress. The childminder encourages parents to share what they know their child can already do. This two-way flow of information and close working relationship with parents helps the childminder decide what to teach children next.
- The childminder works collaboratively with other providers to share pertinent information about children's development. This helps her gain a superb understanding of what each child knows and enables her to adapt her provision so, that children make exceptional progress in their learning.
- The childminder implements an inspiring curriculum and applies exceptional detail to it when planning for children's learning. She has a deep understanding of the importance of teaching them new skills in sequential order. This ensures that she builds on children's interests, and they gain the key skills they need to be ready for school.
- Children are highly independent. For example, the childminder teaches them how to fasten their own coat, stage by stage, to allow them to gain the skills to do this for themselves. The childminder has high expectations for children. She

praises their efforts when they have work hard to achieve a goal or persevere with a difficult task. This helps build children's resilience and confidence in their abilities and encourages a positive attitude to learning.

- The childminder understands the importance of working closely with other agencies to ensure children get the additional help they need. She is swift to identify any barriers to children's learning and seeks external support, if necessary, to ensure children receive the support they need to help them be successful learners.
- Children's behaviour is exemplary. They have a high level of regard for their friends and the childminder. This is because she fosters this through a relentless drive to promote children's emotional well-being and kindness.
- Parents speak highly about the provision. They say that finding the childminder was 'striking gold'. Parents feel very well informed about what their children are learning and the experiences they are encountering. Parents are confident to share what their child can and cannot do and say that the childminder supports them to help their children learn at home.
- The childminder strives to continuously expand her knowledge, to allow her to provide the best care and learning for children. She frequently carries out extensive research and training in early years practice. The childminder uses her expert knowledge of teaching and learning to ensure children make exceptional, sustained progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of safeguarding and is clear about her responsibility in keeping children safe and free from harm. She is thoroughly aware of the signs and symptoms that may show that a child is at risk. The childminder has a full understanding of the procedures to follow, if she has concerns about the welfare of a child or receives allegations about a household member. She helps children understand how to protect themselves, for example, reminding them about their right to privacy when they are using the toilet.

Setting details

Unique reference number	EY449367
Local authority	Hertfordshire
Inspection number	10235857
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Kings Langley. She operates all year round, from 7.15am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gemma Williamson

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken into account in their evaluation of the provision.
- The childminder spoke to the inspector about her intentions for children's learning. They discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and also took account of parents' written views
- The childminder provided the inspector with a sample of key documentation on request.

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