

Childminder report

Inspection date: 21 March 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

Children are at the centre of this exquisite setting. The childminder creates a stimulating and unique environment that sparks children's curiosity. Children arrive happy and quickly become engrossed in fun and inspirational activities with support from a very warm childminder. They are incredibly confident and have meaningful opportunities to choose what they would like to explore. For example, children have an amazing time in the garden, jumping up and down in puddles to build on their gross motor skills. They laugh and giggle with excitement and display a very positive attitude to learning. Children closely observe worms while the childminder engages them in discussions about their features and where they live. This helps further develop children's understanding of the world and their communication and language skills.

The childminder is very supportive and nurturing. She has high expectations of children and they rise to the challenge exceptionally well. Children behave excellently and show high levels of respect and consideration towards their peers and childminder. Children form affectionate relationships with the childminder who in turn promptly attends to their needs with kindness and empathy. They develop the skills needed to become independent and resilient learners. The knowledgeable childminder always shares pride in children's achievements. This helps children feel valued and happy during their time at this setting.

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

- The childminder has created a rich and purposeful curriculum that is extremely well sequenced. She has a very clear vision of what she wants children to learn while offering a diverse and inclusive practice. She takes into consideration children's abilities, needs and interests when planning a wide array of stimulating activities. As a result, all children make remarkable progress in all areas of learning, including children with special educational needs and/or disabilities.
- The childminder is an exemplary role model for the children. She models language very well and engages children in meaningful discussions. The childminder introduces new words such as 'sea anemone', 'oyster' and 'scuttle'. She successfully explains their meaning and uses sign language to ensure the new vocabulary is securely embedded. This helps enrich children's vocabulary and promote communication and language to very high standards.
- Children love books and develop a passion for literature from a very young age. Their natural curiosity is fostered through reading stories with the nurturing childminder. Children quickly become immersed and fascinated by the narratives of their favourite story about a crab. The childminder encourages them to observe the characters and count their legs to build on their mathematical skills.

Furthermore, children talk about how the crab is feeling, expressing what might make them 'angry'. This builds on children's emotional and cognitive development.

- The childminder creates fantastic opportunities to build on their fine motor skills and dexterity. They have an amazing time exploring playdough to create a seagull and a blob. Children use tools, including scissors, with great control to build on their hand-to-eye coordination. They create the crab's eyes using small pieces of twigs and dough. The childminder encourages children to persevere when challenges occur. They show great levels of determination to complete the task. This further supports children's problem-solving skills and understanding of the world.
- The childminder provides natural resources to promote children's curiosity and passion for nature and the world around us. Children explore twigs and shells with great interest and talk about where they come from. They use them to create a house for the 'crab', concentrating well to work out how many crabs can fit in. This helps develop children's creativity and critical thinking.
- The childminder has a very ambitious vision for her setting. She constantly reflects on her practice and strives to deliver high-quality care and education. The childminder has a very sound knowledge and understanding of children's development which extends to children with special educational needs and/ or disabilities. Furthermore, the childminder is committed and dedicated to improve her practice and completes regular and relevant training. This includes learning British Sign Language.
- Partnerships with parents are excellent. They value all the fun and exciting activities the childminder provides for all children. Parents feel supported and involved in their children's learning and appreciate the exceptional progress they make.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

Setting details

Unique reference number	EY450858
Local authority	Hertfordshire
Inspection number	10316807
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 May 2018

Information about this early years setting

The childminder registered in 2012 and lives in Markyate, St. Albans. She operates her provision all year round, from 8.15am to 5.30pm on Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

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 showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Some parents met with the inspector who took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector spoke with the childminder as appropriate during the inspection. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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