

Childminder report

Inspection date:

6 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 make exceptional progress with the knowledgeable and nurturing childminder. The childminder's knowledge of child development is outstanding. She embeds children's next steps in learning into all activities, ensuring all children make rapid progress. All children are incredibly happy. They are confident in the home-from-home setting the childminder has created. A wealth of resources and opportunities are available for all children indoors and outdoors. The childminder uses children's interests and recent experiences to create activities. For example, children discuss brushing their teeth and visiting the dentist as they use role play resources. Children talk to the childminder about what foods are good for their teeth, while she introduces new words, such as 'cavity', and sings songs about brushing teeth.

Children's behaviour is exemplary. They thrive on the praise they receive and look to the childminder for reassurance when trying new things. For example, younger children explore paint on their fingers while creating a picture. They smile and are reassured by the childminder as they show curiosity. Older children ask to use paintbrushes and talk about how many leaves they have on their picture of a tree. The childminder encourages them to count in sequence and praises them as they do. Children enjoy playing with each other and are highly respectful. They are kind and cooperate very well with others of different ages. Older children sensitively support the younger children during activities and show compassion when they need help or are unsettled.

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

- Children make exceptional progress. The skilful childminder knows the children incredibly well. Children's experiences are coherently arranged, and they gain skills needed for future learning through extremely well-planned and sequenced learning. For example, younger children use spades in a tray with toy insects and mud, to dig and develop key muscle skills. Older children use tweezers to select different insects that they find in the mud and name them. The childminder talks to the children about what muscles they are using as they use various tools. Children show fascination as the childminder tells them about different types of bugs.
- The outside area is extremely well planned with interesting and stimulating activities for children of all ages. Children talk about going on holiday while they use the sandpit. The childminder talks about which colour aeroplane the child will go on. She uses the activity to extend children's learning. She introduces mathematical language and adjusts the activity for younger children so that all children have opportunities to learn. Other children set a timer so they can take turns playing on a trampoline, and they remind each other of the rules. Outside

of the home, children spot numbers on buses in the local community and visit parks, forests, the zoo and libraries. The childminder has identified the importance for children to be able to interact with others outside of her home. She does this through carefully planned learning opportunities where children can meet others.

- Children show an extraordinary amount of independence. Older children put their shoes on by themselves in preparation for outdoor play in the garden, while the childminder talks to them about left and right feet. Younger children are encouraged to have a go and persist with difficulties they face, while showing high levels of self-control. All children use knives and forks proficiently at dinner time and wipe their faces afterwards by themselves. The childminder ensures every child feels valued and safe. For example, she asks them whether she can take a picture of them before sending it to their parents. This teaches children about the importance of consent.
- The childminder's ability to support children who speak English as an additional language is exemplary. She works very closely with the parents to support children as required. She uses key words to support children and encourages other children to use them too. Children delight in telling visitors about the language they can speak. They ask the childminder how to say 'open' in Spanish as they pretend to be dentists. This allows children to have a secure sense of identity as they celebrate their individuality. The childminder also has books with multiple languages in them so that children can look at written words in different languages. She encourages them to look at the stories and reads the words in both languages.
- Parents speak very highly of the childminder. They commend her communication and delight in receiving information about their children's day, which supports conversations at pick-up time. Parents talk about the significant progress their children have made in their learning and say that their children really enjoy being cared for by the childminder. The childminder works closely with other settings that children attend so that she can build on their learning experiences. She has regular contact with them and reads regular newsletters, to build on children's experiences effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has outstanding safeguarding knowledge. She completes training frequently to ensure she is up to date on wider issues in society, such as county lines and exploitation. The childminder has an expert knowledge of the procedures to follow in the event of any concern about a child. She understands the importance of reporting any allegations made against herself or anyone in her household and who she needs to report these to. The childminder completes thorough safety checks daily and encourages children to assess risks during activities. This ensures all children are kept safe and learn how to keep themselves safe when in her home.

Setting details

Unique reference number	EY456495
Local authority	Hertfordshire
Inspection number	10236022
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 12
Total number of places	3
Number of children on roll	7
Date of previous inspection	28 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Tring. She operates all year round from 7.45am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Amy Clarkson

Inspection activities

- This was the first routine inspection the provider 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 discussed the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity completed by the childminder.
- Parents shared their views on the setting with the inspector, and these were taken into account during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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