

# Childminder report

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Inspection date:

12 November 2019

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children are exceptionally happy, secure and settled. They are inspired by the childminder's enthusiasm and her genuine interest in them. The childminder does all she can to find out about each child so that she has a comprehensive understanding of them. She makes excellent use of this knowledge to offer expertly tailored support and exciting play opportunities. These aid them in developing highly positive attitudes and the skills they need in order to learn and succeed. The childminder's excellent support to her assistants means that they share her untiring commitment to the children. Even when the assistants are not present, children talk about them with great fondness and eagerly remember shared activities.

The childminder skilfully supports children in understanding their emotions, using creative methods that appeal to them. For example, children thoroughly enjoy referring to the emoji illustrations. They follow these and choose to tell the childminder something new, or have a hug or a 'high five'. Young children who are singing a song, thoughtfully and sensitively describe how the mother duck must feel when all her ducklings have swum away. Children demonstrate an exceptionally mature understanding of right and wrong. Young children confidently explain the importance of sharing and listening to one another.

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

- Children demonstrate exceptional concentration and develop invaluable skills in solving problems. For instance, children competently use a battery-powered screwdriver when fixing screws into wooden shapes. When the screws become stuck, the childminder helps them understand 'cross-threading'. They eagerly describe the model they have made and work out how to reverse the screwdriver mechanism and take out the screws.
- The childminder maintains an ambitious vision for her childcare service. She completes an extensive range of training opportunities and readily shares her knowledge with others. She offers her assistants highly effective supervision and promotes their well-being at all times. She fully understands their training needs and ably assists them in accessing training. This aids them in successfully developing their teaching skills.
- The childminder expertly extends activities to support children in building on their knowledge. When children play a number-card game, they skilfully name the numbers on each card and check they are correct by counting the illustrations. The childminder then offers them different cards and children relish this new challenge. They develop their vocabulary and understanding as they adeptly describe ideas, such as 'full' and 'empty'. When they pause on the concept of 'old' and 'young', the childminder explains this to them and they later use this vocabulary in their discussions.

- Thoughtful interactions and play opportunities assist children in gaining excellent social skills. When children play a board game they readily take turns and support and encourage one another. They heartily congratulate the winner.
- The childminder inspires children's enjoyment of books. Children become engrossed as they create models related to characters in their favourite books. They eagerly retell and act-out stories and make their own illustrations. Children frequently refer to books in their discussions and use the descriptive language they have heard. For example, young children sensitively describe that the bear is feeling sad and lonely and is 'wishing for friends'.
- Children receive excellent support to understand and respect differences. They talk about family compositions and frequently use local and community facilities. Sensitive discussions about these help children to notice differences and inspire them to find out about the wider world.
- The childminder offers children innovative opportunities that help develop their physical skills. For instance, children play a limbo game in the garden and learn to balance and coordinate their bodies. They help grow, harvest and cook fruits and vegetables and talk about the role of these in a balanced diet.
- The childminder builds highly effective partnerships with parents and other professionals and childcare settings. She offers parents excellent support in extending their children's learning. For example, she has given parents information about the sign language and French that she and the children are learning. Parents hold the childminder in high esteem and report that they appreciate her professionalism, warmth and immense knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains an excellent knowledge of safeguarding. She completes regular training and ensures that her assistants have the same excellent knowledge. The childminder competently explains the procedure for identifying and reporting any concerns about children's welfare. She has an exceptionally secure understanding of the risks posed to children by exposure to extreme behaviours and views. Robust checks ensure that assistants are suitable to work with children. The childminder takes very effective action to protect children from risks posed by use of the internet. She talks sensitively with children about this and helps them understand how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	123738
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10127016
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	24 October 2014

## Information about this early years setting

The childminder registered in 1999 and lives in Bishop's Stortford. She operates during term time only from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant when needed. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Eyre

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She carried out a learning walk with the childminder to discuss and understand how the early years provision is organised.
- The inspector talked with the childminder about how she supervises her assistants.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members and assistants. She discussed the childminder's self-evaluation and viewed other documentation, including the safeguarding procedures.
- Written feedback from children, parents and other childcare settings was looked at and the inspector took account of these views.

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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