

# Childminder report

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Inspection date: 13 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 immensely happy and display a strong sense of belonging in the childminder's exceedingly warm and welcoming setting. The childminder places children's well-being at the heart of everything she does. Children develop exceptionally secure attachments with the childminder and enjoy cuddles as they snuggle up to her.

Children are confident, independent and eager learners. They play together well and show genuine care and affection for their friends. For example, they help each other to find parts of the train set, which enables them to continue to be engrossed in their play. Children concentrate fully on interesting activities. The childminder constantly asks intelligent questions that challenge their thinking throughout their play. For example, children individually count and identify the colours of objects as they place them in their bowls. They are inquisitive and during an activity ask questions about the creatures they do not know.

Children's behaviour is exemplary. They have an excellent understanding of how to manage their own feelings and emotions and how to avoid conflicts. Children are kind and polite and instinctively learn to say 'please' and 'thank you' to the childminder and to each other. They benefit greatly from the sensitive support and praise they receive, which helps them to understand what they are doing well.

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

- The childminder consistently provides a high-quality and stimulating curriculum. She completes precise and accurate observations of children's learning and uses these to plan a range of inspiring activities to support them to make the best possible progress.
- The childminder has exceedingly high expectations for children's learning and development and captures every available opportunity to enhance children's learning. She provides a wealth of opportunities to learn about number and mathematical concepts, through a range of exciting first-hand experiences. For example, children learn about size and shape as they work out what will fit under their pot. They are curious as they search for different items and talk about 'big' and 'small'. They recognise numbers on the front doors of houses and road signs when they are out walking.
- Children benefit hugely from a language-rich environment. The childminder is continually adding to children's vocabulary. She carefully and clearly describes the meaning of new words and children then use these words in their play. For example, they learn the names of, and recognise, penguins, starfish and turtles as they take part in a new activity.
- The childminder supports children's literacy skills exceedingly well. She

encourages children to tell their own stories as they excitedly look at pictures in each other's learning journals. They are absorbed and thoroughly enjoy reading books with the childminder, pointing to and talking about the things they see.

- The skilled childminder is incredibly reflective on her own practice and provision. She sharply focuses her self-evaluation to ensure the best possible outcomes for the children. The childminder completes many training courses to enhance her expertise and knowledge. She continues to be a member of her local childminder network, where she shares her updated knowledge and practice.
- Partnerships with parents are particularly strong. Parents are immensely proud of the progress their children make in the childminder's care. They appreciate how easily their children settle and enjoy their time with the childminder. Parents offer high praise for her dedication and the support she provides for the families. Children make rapid progress right from the start.
- The childminder successfully provides rich opportunities for the children to learn about themselves and develop a sense of their wider community. For example, children have visits to local shops and various play experiences. They learn about nature on regular trips to the woods and parks and thoroughly enjoy their visits and time spent at the zoo.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of her responsibilities to keep children safe. She is fully aware of the signs that may indicate a child's welfare is at risk and competently explains the procedure for reporting any concerns. She has completed a wide range of safeguarding training and keeps her knowledge up to date. She implements rigorous procedures and maintains meticulous documentation to help ensure children are protected extremely well.

## Setting details

<b>Unique reference number</b>	124094
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10127019
<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 at time of inspection</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	18 November 2014

## Information about this early years setting

The childminder was registered in 1999 and lives in Hoddesdon. She operates from Monday to Friday, from 7.45am to 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Sunter

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and childminder discussed children's learning and progress, and evaluated a learning activity together.
- The inspector viewed all areas of the childminder's home that children use.
- The inspector took account of the written feedback provided by parents.
- The inspector sampled a range of relevant documentation, including training certificates, suitability checks for household members and children's learning records.

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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