

Childminder report

Inspection date:

16 February 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder is extremely passionate and dedicated to the part he plays in children's learning. Children have an exceptional bond with both the childminder and his assistants. Children are busy throughout the day and gravitate towards activities which the childminder and his assistants are supporting. Highly effective interactions between the adults and children support children in making rapid progress in their learning. The childminder and his assistants encourage children to investigate activities. Younger children manipulate pasta. They use their hands to squash it, making it crunch as the adults encourage them to listen to the sound it makes. This aids children in becoming highly inquisitive learners. The childminder and his assistants encourage the older children to feel the pasta. They discuss the 'smooth' and 'rough' textures. This introduces a wider vocabulary into children's language.

Babies confidently explore the house. They delight in using the different heights of the furniture to practise walking. This promotes their physical development. The childminder and his assistants have high expectations for children's behaviour. Children are exceptionally kind to each other. They sensitively support others with special educational needs and/or disabilities (SEND). Parents comment on the positive relationships the children have with each other and with the childminder and his assistants. They feel that this contributes significantly to children's learning.

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

- Children assist the childminder with making meals and snacks in the setting. At mealtimes, children competently help to prepare and cook vegetables. The childminder receives fruit and vegetables from a local farm. He uses this opportunity to help children understand how their vegetables are grown, which expands their understanding of the world around them. At lunchtime, children make their own sandwiches. They butter the bread and choose their own fillings. They are highly independent in doing this.
- The children are resilient, confident and very secure in the home. For example, at Christmas time, each child creates a piece of a Christmas tree puzzle. Over time, each child's piece is attached and is proudly displayed. This gives the children a real sense of belonging at the setting. Children develop their own character and have a voice in the setting. They very confidently ask for help when required.
- The childminder successfully involves all children in the setting. Children with SEND have full access to all resources. The childminder and his assistants expertly offer support, when required, while allowing children to solve problems independently. The childminder has exceptional relationships with professionals to ensure that all information is shared. He discusses children's development

daily with the local nursery to ensure that both settings are supporting children to make the best possible progress.

- The enthusiastic childminder and his assistants skilfully read stories to children to develop their language and attention skills. They change their voices to suit different characters, which captivates the children. Each child has their own animal character and they retell the story at the point their character becomes involved. Following the story, the childminder and his assistants ask questions. They use their excellent teaching skills to decide when to offer answers to promote further discussion. This helps children to become highly skilled thinkers.
- The childminder and his assistants make the very best of all learning opportunities. This supports children in becoming highly curious learners. For example, while looking at a book about the Queen, children initiate a discussion about Buckingham Palace. The childminder allows children the chance to talk about what they already know about the palace. He then asks the children if they would like to see Buckingham Palace and they all race to the computer. This helps children to understand that the internet can be used to further their knowledge. The childminder expertly discusses how the palace looks. The children talk about the similarities and differences of the flowers outside. They concentrate on this activity for a long period and enjoy extending the excellent knowledge they already have.
- The childminder's understanding of his own and his assistants' professional development is exemplary. Frequent meetings with assistants allow them to discuss individual children as well as their own training needs. The assistants report that they feel very well supported by the childminder and greatly appreciate his encouragement for them to complete higher levels of training. They comment on his approachable nature. This contributes to the success of the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his assistants have an excellent knowledge of how to keep children safe and promote their welfare at all times. They confidently talk through the process of how to recognise possible concerns in a child's life and report these to the relevant agencies. The childminder is proactive in keeping his and the assistants' knowledge and training up to date. He is clear about when he should share information with parents and when an immediate referral needs to be made. Through effective communication, the childminder ensures the ongoing suitability of all his team.

Setting details

Unique reference number	EY299318
Local authority	Hertfordshire
Inspection number	10127128
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	0 to 3
Total number of places	12
Number of children on roll	20
Date of previous inspection	20 April 2016

Information about this early years setting

The childminder registered in 2004 and lives in St Albans. He operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. He provides funded early education for two-, three- and four-year-old children. The childminder works with assistants.

Information about this inspection

Inspector
Lisa Smith

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 the evaluation of the setting.
- The childminder and the inspector had a learning walk of all the areas of the home. They discussed the childminder's curriculum and what he wants children to learn.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector looked at reviews and spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder, his assistants and 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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