

# Childminder report

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Inspection date: 20 April 2022

<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 thrive in the childminder's supportive care. They are very settled and secure, and know what is expected of them. Even the youngest children show very high levels of independence as they cut up their banana with close support. Children show exceptional respect for their surroundings and are highly curious about the natural world. They listen for birds, correctly identifying the different sounds they make and linking these to the individual species. Children listen intently to the sound of insects and copy the buzzing of bees. They spend a lot of time outdoors and become thoroughly immersed in the natural world around them.

Children's communication and language development is swift. They listen intently to the childminder's stories and songs and repeat new and familiar words. The childminder encourages them to recall their knowledge as she helps them describe things around them. For example, children identify that the sand at the park was dry but the sand in their tray is wet. The childminder helps them to describe the feel of the wet sand as they press their hands into it. Children instinctively solve problems as they work out how to rescue a toy tractor that is stuck in the sand. The childminder praises them for their efforts and this promotes their high sense of self-worth.

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

- The childminder has maintained the very high standard of practice since the last inspection, and has continued to update and consolidate her knowledge and skills. She has challenged herself with training relating to improving children's mental health and improved her already substantial knowledge of safeguarding matters. She gives the highest priority to children's safety, and physical and emotional well-being. Children understand how to manage their own safety from the childminder's thoughtful example. Even the youngest children use steps to go outside, holding on to the door frame to balance themselves when needed.
- The childminder is exceptionally focused on children's personal, social and emotional development, especially in the context of COVID-19 restrictions. She works very closely with parents to help them see the value of taking children to group activities and takes stringent steps to reassure them about the safety arrangements in place. This means that children gain the most they can from a broad range of experiences, in and out of the childminder's home.
- The childminder is fully aware of the value of reading frequently to children, and engaging them actively in stories, non-fiction books, rhymes and poems. They explore stories together and the children retell and recall familiar tales. The childminder encourages children to be playful with language. For example, when they make deliberate errors, such as saying they 'taste' with their nose, she goes along with the joke, promoting their sense of humour and individual

personalities. This warm and affection relationship helps children to feel welcomed and promotes their self-esteem.

- The childminder helps to consolidate existing learning thoroughly. She also takes all opportunities to gently extend activities to quickly introduce new learning. As a result, children's progress is extremely swift. For example, the childminder checks carefully that children understand the meaning of lower numbers and smaller quantities before moving on to the next stage of learning. This means that children are exceptionally secure in what they know and build on this quickly. Younger children count to 10 and demonstrate their understanding of the numbers as they hold up different quantities of sticks. They make different shapes with water that they paint onto patio slabs, linking circles that they draw with the circular shape of a tricycle wheel.
- Parents give the highest praise to the childminder, and express their thanks for her flexible and sensitive approach to their children's care and education. They comment on her kindness and the rich experiences that she offers their children. The childminder is very aware of those children who will move on to the next stage in their learning. She has already established close links with the next setting, to help children make the smoothest move possible.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder gives children's safety her highest priority. She continues to improve her already secure knowledge of child protection, broadening her understanding of matters such as county lines activity and online safety. She ensures her procedures are in line with the requirements of her local safeguarding partners and is extremely clear about her responsibility to refer any signs of concern without delay.

## Setting details

<b>Unique reference number</b>	123328
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10127012
<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>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 September 2014

## Information about this early years setting

The childminder registered in 1996. She lives St Albans, Hertfordshire. The childminder operates from 7.30am to 6pm Monday to Friday all year round, except bank holidays and family holidays. She has a relevant early years qualification.

## Information about this inspection

**Inspector**  
Naomi Brown

## 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 setting.
- The childminder showed the inspector all areas of the premises and discussed how they ensure that these are safe and suitable.
- The inspector and the childminder discussed the curriculum and what it is that they want the children to learn.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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