

Childminder report

Inspection date: 9 June 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children feel safe and flourish in the nurturing care of the childminder. They establish exceptionally close bonds with the childminder and engage incredibly well with visitors. Children talk fondly about their friends and the exciting trips out they enjoy together.

The childminder places an exceptionally sharp focus on children's communication and language development. She engages them in wonderful conversations and introduces new words at every opportunity. Children have an impressively extensive vocabulary. For example, children are exploring the life cycles of caterpillars. They confidently use words, such as 'chrysalis' and 'metamorphosis', when explaining what will happen to the caterpillars.

Children show incredibly high levels of independence. They confidently pour themselves cups of water throughout the day. Children prepare their lunch under the close supervision of the childminder. They help cook pasta and carefully chop fruit. Children explain potential hazards of these tasks and the importance of following the childminder's instructions.

Children demonstrate extraordinarily high levels of curiosity and perseverance in challenging tasks. The childminder encourages this with enthusiastic praise and allows children plenty of time to investigate potential solutions. For example, when giving the chickens fresh water, children discover there is a hole in the hose. They explore ways to establish where the leak is and how they will fix it.

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

- The childminder works incredibly hard to establish professional relationships with community leaders. She uses these connections to provide children with exceptional learning opportunities, using the knowledge she has gained to support their understanding of cultures and beliefs beyond their own. This helps children to recognise their differences and understand what makes them unique.
- The childminder reflects diligently on all aspects of her practice. She constantly strives to improve the care she offers and meet the needs of all children who attend. For example, the childminder engages in a vast array of additional training opportunities. She swiftly implements the knowledge she gains and communicates her learning exceptionally well with parents.
- Parents speak highly of the experienced childminder. They recognise the positive impact her high-quality teaching has on children's progress. Parents deeply value the exceptionally close bond the childminder forms with children. They acknowledge how this supports children's well-being.
- The childminder extends children's learning incredibly well in all activities. She

has an extensive knowledge of children's next steps and takes every opportunity to support their development. For example, children explore pictures of insects in the sand and discuss their unique features. Children add various quantities of water to the sand. The childminder encourages children to examine the effect the water has on the texture of the sand.

- Children display impeccable manners. They ask politely for resources or for support in tasks and always remember to say 'thank you'. The childminder herself is an excellent role model. She always demonstrates good manners and high levels of respect for children and adults.
- The childminder continued to provide exceptionally high-quality learning opportunities throughout the COVID-19 pandemic. She distributed learning packs and resources to support children's development at home. The childminder worked with a British sign language professional to continue to provide online sessions for families. She conducted virtual story sessions every week. This provided some consistency for children and allowed them to engage with one another.
- Children behave exceptionally well. They are aware of the rules and why they are in place. For example, children are careful when they run on the wet grass. They explain that it is slippery and they do not want to fall and hurt themselves. The childminder has a consistent approach to behaviour management. She offers lots of praise and explains the effect that inappropriate behaviour has on others.
- The childminder monitors children's learning incredibly well. She uses this information to identify areas for development. The childminder skilfully plans exciting activities to support children's ongoing progress. She regularly communicates children's achievements with parents. The childminder provides parents with support and resources to enable them to continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional knowledge of the signs and symptoms which could indicate a child is at risk of harm. She has a strong knowledge of the procedure to follow if she has concerns about the welfare of a child. The childminder completes regular safeguarding and first-aid training. This ensures her knowledge is kept up to date with changes in legislation. The childminder has comprehensive policies and procedures in place which she follows in order to keep children safe in her care.

Setting details

Unique reference number	123254
Local authority	Hertfordshire
Inspection number	10127011
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 February 2016

Information about this early years setting

The childminder registered in 1992 and lives in St. Albans. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Antonia Campbell

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 considered the views of parents by reviewing feedback letters.
- The inspector and childminder discussed how the early years setting is organised.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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