

# Childminder report

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Inspection date:

8 November 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### **The provision is outstanding**

Children flourish and thrive at this all-inclusive setting. They look forward to coming in each day and seeing what exciting activities are set up. Children build strong bonds with the warm childminder, and close friendships with others. They settle quickly into play. Children build confidence, as the childminder is supportive and encouraging. This means that children freely explore and choose what they like to play with each day.

Children behave exceptionally well. The childminder is a superb role model for sharing, turn taking and being kind towards others. As a result, environments remain calm, and children engage in extended play. Children share toys in the home corner when making imaginative meals and drinks. They talk animatedly during role play, acting out scenarios, such as going to work or being a dentist. The childminder sets clear rules and boundaries for behaviour. Children follow these and work together to tidy up spaces.

Children become highly excited by activities suggested by the childminder. They show perseverance, as activities offer challenge and enjoyment. Children take turns when playing 'dominoes' with the childminder. She encourages children to problem solve by matching the pictures, and they thrive under the challenge.

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

- Children, including those with special educational need and/or disabilities make outstanding progress. The childminder has attended recent relevant training. This has helped her develop a superb understanding of what each child already knows and what they need to learn next. The childminder works closely with parents and other agencies to make sure children receive the individual support they need to become successful learners.
- The childminder superbly promotes a love and respect for animals and local wildlife. She has a friendly cat and dog on site that children love to pet and help look after. The childminder also excitedly points out wildlife when out in the community. Children adore learning about the different habitats and how to respect animals in nature. The childminder then supports children to learn more on these topics at the setting. This strongly supports children's understanding of the world.
- The childminder highly promotes children's independence and the necessary skills ready for school. Children learn how to hold a pencil effectively to draw shapes and write letters of their name. They learn to use cutlery and carry a tray of food to the table as preparation for school mealtimes. Children thrive on the challenges to wash their hands and take their shoes and coats off at the door and do this seamlessly without prompting. As a result, children become

confident and independent from a young age.

- The childminder creates amazing opportunities for children to visit their local community. Children attend a local toddler play event as well as parks and shops. The childminder adds teaching to each experience, such as learning about different seasons and weather. The childminder teaches children to respect the environment. She explains why putting their rubbish into bins is important. Children therefore learn how they can have a positive impact on their community.
- Parent partnerships are incredible. Parents feel confident that their children are settled and happy in the childminder's care. They appreciate the regular communication about what their children have been learning and enjoying each day. Parents praise the childminder for the range of activities and opportunities that she provides for children. They state that their children develop skills rapidly, especially those that prepare them for school.
- The childminder is a skilled practitioner. She gets to know children well and knows when to support children in play and when to step back. This expert teaching means that children persevere and have the confidence to keep trying. The childminder follows clear processes for observing and assessing children's development. She sets challenging, yet achievable targets for children. As a result, children make excellent progress across all areas of learning.
- The childminder is highly reflective of her own practice. She has worked hard to develop her provision to the highest standards. The childminder works closely with a co-childminder and obtains regular feedback from her. They share best practice, working closely to develop consistently high standards. This means that children access exceptional play and learning opportunities each day. They go home to share the events of their exciting days with their families.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her responsibilities to keep children safe. She has a deep knowledge and understanding of safeguarding aspects, including recognising the types and signs of possible abuse. The childminder has a clear process for recording and reporting her concerns, including reporting to her local authority. She is also knowledgeable of the wider safeguarding issues, such as the risk of being drawn into radicalisation. The childminder has created clear risk assessments for all aspects of her provision in order to keep children safe at all times. She follows stringent processes for fire evacuation and when an accident or incident occurs at the setting.

## Setting details

<b>Unique reference number</b>	405258
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10234547
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	4 January 2017

## Information about this early years setting

The childminder registered in 1993 and lives in Waltham Cross. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder on a daily basis. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne 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 setting and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education both indoors and outdoors and assessed the impact this has on children's learning.
- Parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of relevant training.

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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