

Childminder report

Inspection date:

17 May 2023

Overall effectiveness	Outstanding
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 thrive in this stimulating and supportive setting. They settle quickly, coming in happily each day and finding exciting toys to play with. The childminder is incredibly warm and engaging. Children develop close bonds with the childminder. They seek her out for reassurance, praise or support when needed. The childminder embeds the routines and expectations for behaviour in everyday practice. As a result, children behave exceptionally well and the atmosphere remains calm. They show genuine care for each other and delight in each other's achievements. Children also show concern when their friends become upset. This supports children to develop friendships and superb sharing and turn-taking skills.

The childminder focuses closely on promoting children's independence. Children learn how to put their shoes on and navigate bicycles in the garden from a young age. Children squeal in delight as they blow bubbles themselves, using wands in the garden. They show great excitement as they choose from the amazing activities on offer. The childminder is highly receptive to children. She gives them ample choices and opportunities for learning throughout the day. As a result, children become confident and independent explorers.

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

- The childminder strongly promotes a love of animals and wildlife. Children enjoy visiting the guinea pig, watching the rabbit in the pen and spotting the cat outside. They speak fondly of all pets past and present. The childminder teaches and encourages children to help feed and take care of her animals. She makes outings exciting by setting challenges to find squirrels and wildlife. This further strengthens children's knowledge, care and respect for animals and nature.
- The childminder has established first-rate links with other childminders and schools. She uses her wealth of experience to share high-quality practice with other childminders. The childminder supports transitions to school by maintaining effective relationships with teachers. As a result, the childminder adopts the highest-quality provision for children. Children are also keen and ready to start their exciting new school journey.
- The childminder creates amazing opportunities for children to access their local community. She takes children on regular outings to playgroups, the library and a park with animals. The childminder emphasises learning through children's curiosity and the love of outdoors. This means that children are highly engaged in learning, enjoying these experiences.
- The childminder creates highly stimulating and exciting spaces for children. Children thrive as they confidently choose from a wide range of resources. The childminder carefully plans activities based on children's developing interests. She recognises the importance of providing new opportunities for children in all

areas of learning. This results in all children engaging in activities for prolonged periods of time.

- Teaching standards are exceptional. The childminder has a deep knowledge of how children learn. She challenges children by asking questions and making comments, such as, 'What do you think will happen?' This supports children to develop a deeper level of understanding in topics. The childminder is exceptionally clear on learning intentions. She uses all opportunities to teach children across the areas of learning. This means that children develop a wealth of skills and knowledge during their time with the childminder.
- The childminder has created incredible systems for observing and tracking children's development. Using her wealth of experience and knowledge, she is able to plan specifically for each child. The childminder sets children challenging yet achievable targets. She creates these with parents, and together they celebrate when completed. As a result, children make pleasing progress in all areas of development.
- Partnerships with parents are excellent. Parents highly praise the childminder for her warm nature. They appreciate how quickly their children settle and feel at home. Parents strongly recommend the childminder to others. They value the regular updates on what children have learned and enjoyed each day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge and awareness of her responsibilities to keep children safe. She has stringent processes in place for recording and reporting concerns within her setting and beyond. The childminder is confident in recognising early signs of abuse. She is knowledgeable about the wider safeguarding risks to children, such as the risk of being drawn into radicalisation. The childminder has clear risk assessments in place for all aspects of provision. She is clear on accident and incident processes and involves children in risk assessing areas to develop their awareness.

Setting details

Unique reference number	123884
Local authority	Hertfordshire
Inspection number	10280006
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 August 2017

Information about this early years setting

The childminder registered in 1998 and lives in Cheshunt. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what she wants children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents and children spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023