

Childminder report

Inspection date:

28 November 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder and his co-childminder provide a warm and welcoming environment in which children thrive. Babies settle quickly and form strong attachments to the childminder, who provides all children with comfort and reassurance throughout their time with him. His calm and patient nature helps to create a relaxed atmosphere for children. This supports children to be confident and happy.

The childminder has an exceptional knowledge of the children he cares for. He uses his strong understanding of how young children learn to build on children's development. Activities are carefully planned, and the childminder considers how he can adapt his interactions to ensure all children gain as much as possible from the activities on offer. His interactions with the children are instinctive. Discussions with children are purposeful and respectful, allowing children time to process and think about what he asks before they give a response.

The childminder promotes a sense of belonging. Children's behaviour is exemplary. They willingly help to tidy up once they have finished with resources. They work collaboratively to ensure that the floor space is safe for the babies who attend. Children use their manners without prompting and are familiar with the routines in place. For instance, they sit patiently waiting until all of their friends have finished eating snack before moving on to play together.

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

- The childminder alters his interactions superbly to meet each child's individual learning needs. He supports children to begin to count and use number names. He then adapts this to benefit children who already have a greater understanding of numbers. He talks to them about the numbers that they can see written on the resources, praising them as they identify the correct number names. The childminder checks their understanding by encouraging children to place the numbers in the correct order. This strengthens children's knowledge and provides them with more challenging learning opportunities.
- Children's levels of engagement and focus are extremely strong. The childminder instinctively knows when to present new information and concepts to children and the children retain this information well. They confidently approach visiting adults to share their new-found knowledge. For instance, they talk about the big pine cone that they are holding, having just learned about size. The childminder then makes the most of every learning opportunity, discussing the other pine cones and comparing the sizes of them with the children.
- Parents are exceptionally happy with the care that the childminder and his co-childminder provide. They feel fully informed about children's progress. The

childminder has extremely strong working relationships with parents. He shares his plans for children's learning with them so that they can be actively involved in what their children are doing. This hugely benefits children. It provides them with consistency and helps them to extend their learning further at home.

- Professional development is specifically targeted to meet the needs of the children who attend. The childminder immediately puts what he learns from his training into practice to benefit the children's development. For example, he recently completed a course to support children's emotional development as he recognised children who had been absent due to illness may require more support when settling back in.
- The childminder tailors his curriculum for each individual child, focusing on what they need to learn next. He uses his continuous tracking of children's progress to identify challenging but realistic next steps for them. The childminder holds in-depth discussions with parents about children's starting points. He learns about children's backgrounds, researching different cultures and festivals, to incorporate opportunities to celebrate children's uniqueness with their friends. This contributes towards a highly respectful environment for the children who attend.
- Children are able to communicate highly effectively due to the strong support the childminder provides. They explore books together, stopping to discuss what they see in the pictures. The childminder uses relevant language throughout activities to build children's vocabulary further. He introduces more complex words to young children, such as talking about the 'rustling' sound the shredded paper makes as children explore the tray of resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the possible signs that a child may be at risk of harm. He is aware of wider issues within the community which could possibly affect the children who attend. The childminder completes regular training to ensure that his knowledge is as up to date as possible. He knows the process to follow should he need to refer any concerns to other agencies. The childminder is aware of the process to follow should anyone make an allegation against himself, other household members or his co-childminder.

Setting details

Unique reference number	EY415576
Local authority	Hertfordshire
Inspection number	10295434
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	12
Number of children on roll	11
Date of previous inspection	5 December 2017

Information about this early years setting

The childminder registered in 2010 and lives in Welwyn Garden City. He works alongside his wife who is also a registered childminder. The childminder operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jenny Hardy

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 childminder gave the inspector a tour of the areas of the premises used for childminding.
- The inspector read written feedback from parents and took their views into consideration.
- The inspector and childminder discussed the learning opportunities provided for children. The inspector considered the impact of the childminder's interactions on children's learning and development.
- The inspector viewed a range of documents, including qualification certificates and suitability documents.

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