

Childminder Report

Inspection date	29 February 2016
Previous inspection date	7 May 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is outstanding because the childminder is extremely knowledgeable about children's learning needs, following her meticulous assessments of their skills. She expertly promotes children's interests and teaches them through play. Children eagerly engage in activities with the childminder and develop their skills at an exceptional pace.
- Through her inspirational partnerships with parents, the childminder has a very strong knowledge of children. For example, children have exceptional support in learning to cope with the arrival of new siblings. They participate in activities that celebrate their families and they benefit from the childminder's excellent caring approach.
- The childminder skilfully promotes children's positive behaviour and has effective strategies to manage their emotional development, always in partnership with parents. She celebrates children's achievements and efforts with enthusiastic praise to boost their confidence and self-esteem. Children behave exceptionally well.
- The childminder provides children with nutritious, home-made meals and excellent outdoor play. She strongly focuses on promoting their independence and personal hygiene skills. The childminder involves children in planting and harvesting crops. She takes children to visit the butchers and markets so they learn about the food they eat. Children effectively learn to lead healthy lifestyles.
- The childminder is exceptionally knowledgeable regarding child protection and regularly attends safeguarding training. Through her strong links with the local authority, she confidently knows the steps to thoroughly safeguard children.
- Reflective practice is outstanding. Since the last inspection, the childminder has developed exceptional skills in evaluating her practice and regularly consults parents and children to seek their views. Children have the best learning opportunities and flourish in her care.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide children with even more opportunities to develop their knowledge and skills in using technology.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact teaching has on children's learning.
- The inspector completed joint observations of activities with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the self-evaluation, qualifications, training and evidence of the suitability of the childminder and household members.
- The inspector took account of the views of parents through feedback letters and questionnaires.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder thoroughly risk assesses her house, activities and outings so that children can play in safety. Policies and procedures are carefully linked to current legislation. These are skilfully shared with parents during their induction with the childminder. Consequently, parents understand her services and the outstanding management of her provision. The childminder holds an early years qualification and participates in a vast range of training. Children benefit from innovative educational programmes that are tailored to cater for their needs. The childminder has great procedures to link with other settings that children attend. Children have exceptional continuous support to their needs.

Quality of teaching, learning and assessment is outstanding

Play areas are expertly resourced and children have excellent opportunities to develop skills across all areas of learning. For example, children excitedly look for toys hidden in the sand and soil, and as they find them, they match them with a picture card. Children learn to use describing words as they talk about their findings. Children's interests are expertly extended and so are their learning styles and talents. For example, children enjoy singing and musical instruments. They participate in music sessions, learn to follow rhythm and to rhyme words in songs. Children fully benefit from daily reading sessions and group discussions. They develop knowledge of the world as they actively participate in their community life and learn about nature. However, there is capacity to provide children with even more opportunities to learn how to use technology in their learning.

Personal development, behaviour and welfare are outstanding

The childminder and children form very strong bonds. Settling-in sessions and daily routines are tailored, in partnership with parents, to meet children's needs. Children's emotional well-being is expertly supported. They are fully involved in helping and learn to respect others and the environment. For example, children are interested in fairies and create their own 'fairy garden'. They become 'tidy-up fairies' to help the childminder with daily routines. The childminder plans excellent opportunities for children to develop social values. They participate in playgroups and regular play dates. These group activities are carefully planned to teach children about cultures and their community. The childminder teaches children to be inclusive and accepting of others. They develop awareness of personal safety as they learn to play cooperatively.

Outcomes for children are outstanding

The childminder confidently tracks children's progress, skilfully identifying their starting points and next steps in development. She attentively monitors their skills to swiftly narrow gaps in their learning. Children have inspirational support across all areas. Literacy is effectively promoted. Children explore a wide variety of books and writing tools, indoors and outdoors. They develop mathematical knowledge during all activities and routines, such as when they count the eggs that they collect from the chicken coop. The childminder expertly challenges children as they develop and master their skills for school.

Setting details

Unique reference number	123254
Local authority	Hertfordshire
Inspection number	854150
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	7 May 2010
Telephone number	

The childminder was registered in 1992 and lives in St. Albans. She operates all year round, Monday to Thursday from 7.45am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She childminder provides funded early years education for three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
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