

Childminder Report

Inspection date

17 June 2016

Previous inspection date

15 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has strong partnerships with parents and other providers of the early years foundation stage. Together they consistently share information to promote children's learning and development. This is one example of how they enhance children's overall care and well-being.
- Children's communication and language development are well promoted. For example, they thoroughly enjoy looking at stories with the childminder. They copy her words as she reads a range of stories with enthusiasm. The childminder praises children when they say new words for the first time and promotes the use of sign language to further encourage good communication skills.
- Children have good opportunities to be independent. They make choices about the resources they use and are encouraged to do as much for themselves as possible.
- The childminder promotes opportunities for children to learn about their personal safety. For example, when children take part in role play activities they pretend to make coffee and learn about the importance of being careful around hot things in the kitchen.
- Children have daily opportunities for fresh air and exercise. They learn about their local community as they have many opportunities for walks and outings to places, such as parks, shops and the local library.

It is not yet outstanding because:

- On occasions, the childminder does not promote the use of mathematical activities and experiences to develop children's learning further.
- Self-evaluation is not used consistently to drive continuous improvement.

What the setting needs to do to improve further

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

- provide even more opportunities for children to develop their understanding of mathematics
- enhance self-evaluation to consistently drive continuous improvement.

Inspection activities

- The inspector observed a range of planned and spontaneous activities and jointly evaluated these with the childminder.
- The inspector observed the quality of teaching during activities taking place, and assessed the impact this has on children's learning. She spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and other adults living in the home. The inspector discussed how the childminder reviews her practice.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of the views of parents as provided in documentation. She looked at a range of policies, including the safeguarding and complaints procedures, as well as observation and assessment records.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of who to contact if she has concerns about children's welfare. She updates her understanding of child protection issues through training and networking discussions. The childminder attends regular training events to extend her knowledge and to improve on the educational opportunities she delivers to children in her care. The childminder encourages parents to extend their children's learning at home by sharing information about what they are doing on a daily basis. The childminder seeks the views of parents and children through written questionnaires and discussions. She also works closely with other providers when caring for children who attend other settings.

Quality of teaching, learning and assessment is good

The childminder is aware of children's starting points and capabilities and she supports them well. Planning focuses on the prime areas of learning and incorporates all other areas to ensure that children make effective progress. Children thoroughly enjoy activities outside. The childminder plans and provides a stimulating range of activities and experiences that equally enhances their learning both inside and outside. She identifies, through observations, where she can extend children's learning and uses this knowledge to challenge them effectively. For example, children practise rolling, throwing and catching a ball in the outside area. The childminder extends this spontaneous activity by encouraging them to move a ball around and through some small cones, which they do skilfully with their feet. This activity is one example of how well children's physical development is promoted.

Personal development, behaviour and welfare are good

The childminder organises an effective settling-in period when children first start at her setting. This enables her to build strong bonds with all children and their families. The childminder is a positive role model. She has a calm and caring approach to the children and they are naturally drawn to her. Children are motivated. They demonstrate that they are happy, settled and secure. The childminder promotes children's personal, social and emotional development by praising their achievements and supporting them to feel good about what they do. She provides good opportunities, such as playing games, to ensure that children learn about sharing and turn taking through play. The childminder promotes effective opportunities for children to learn about good hygiene procedures and how they can develop healthy lifestyles. During routine activities, such as hand washing, she talks to children about the importance of removing germs. In addition to this, she discusses what she is doing as she washes and prepares their fruit for snack.

Outcomes for children are good

Children are making good progress and gaining the necessary skills to be ready for school or the next stage of their learning. Children build strong relationships and develop firm friendships with the childminder and other children as they freely explore the many interesting activities available to them.

Setting details

Unique reference number	123368
Local authority	Hertfordshire
Inspection number	863928
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	15 March 2011
Telephone number	

The childminder was registered in 1995 and lives in St Albans. She operates Monday to Friday, from 8am to 6.30pm, all year round, except for bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

