

# Childminder Report

<b>Inspection date</b>	8 March 2017
Previous inspection date	30 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the childminder has made significant improvements. She has attended specific training and developed her knowledge of the procedures to follow if she has concerns about children's welfare.
- Children benefit from good opportunities to develop and maintain a healthy lifestyle. The childminder plans daily outdoor activities, which includes visits to local parks and community groups. This supports their physical development.
- The childminder places a sharp focus on children's communication and language development. She introduces children to a wide range of new words during their play and repeats words spoken to support their growing vocabulary.
- The childminder evaluates her setting to promote continuous improvement. She reflects on planned and spontaneous activities so that she can continually provide opportunities that support children to make good progress.
- The childminder supports children's mathematical understanding. She supports children well during activities, such as matching and counting games, to promote their learning and she uses probing questions to extend their thinking further.

### It is not yet outstanding because:

- The sharing of information with other settings that children attend, is not yet fully effective in promoting continuity in their learning and development.
- The childminder does not make best use of opportunities to extend children's learning when they show an interest in living things.

## What the setting needs to do to improve further

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

- strengthen partnership working with other settings that children attend
- make best use of opportunities to extend children's interest in the environment and living things.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated this with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and saw evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and knows how to protect the children in her care. Children's safety is promoted well. The childminder ensures that children are cared for in a safe and secure environment. She completes regular daily checks and risk assessments to ensure that children are able to play safely. In addition to this, the childminder provides opportunities for children to develop a good understanding of their personal safety. For example, she encourages children to learn about road safety, during their walks to and from school. The childminder has a strong partnership with parents. She encourages parents to be involved and extend children's learning at home. For example, children take home things they have started with the childminder, such as artwork, to complete at home with support from their parents.

### Quality of teaching, learning and assessment is good

The childminder knows the children well and regularly observes them. She knows what they are interested in and carefully links their interests to activities that engage them. Children's next steps in learning are known and understood by the childminder. She plans well for these and incorporates them into activities and experiences. For example, children have fun with a board game, where they match pictures of different objects. The childminder interacts with the children and encourages them to describe what they see. Children are motivated to join in. They choose to explore some colourful dough where they learn about patterns. The childminder encourages them to use a range of tools and objects, promoting their small-muscle skills. Children flourish as they excitedly show the childminder the patterns they make with small toy cars.

### Personal development, behaviour and welfare are good

The childminder is a good role model. She speaks calmly to the children and supports them to understand appropriate rules and boundaries. Children's behaviour is very good. They are kind and offer help to one another without prompt. For example, when playing games together children give their friends the resources they need or help them when asked. Children eat a range of healthy, nutritious meals and snacks, freshly prepared each day by the childminder. They learn about good hygiene as they are encouraged to follow regular handwashing routines, such as before meals or after outside activities. The childminder encourages children to be independent. They learn how to put on and take off their own shoes and coats when arriving and leaving the childminder's home. Children's personal, social and emotional development are promoted well. The childminder regularly praises children and shares their achievements with parents.

### Outcomes for children are good

Children build strong relationships and develop firm friendships with other children and the childminder. They freely explore the many interesting activities available to them. Children demonstrate a real confidence as they play and clearly enjoy the childminder's interaction. They are happy and settled and are acquiring the key skills they need for future learning.

## Setting details

<b>Unique reference number</b>	129215
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1080024
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 November 2016
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Welwyn Garden City. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

