

Childminder Report

Inspection date

13 December 2017

Previous inspection date

12 November 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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

- The childminder sets exceptionally high standards for her childcare and is uncompromising in her drive for continuous improvement. She is an excellent role model to her assistants and ensures that they offer the same high levels of care.
- Children flourish and are motivated and inspired. They participate enthusiastically in exciting activities, and choose from highly stimulating toys and resources. The childminder's exceptional assessments and planning accurately identify and support children's next developmental steps.
- The childminder supports parents exceptionally well in extending children's learning. For example, regular newsletters explain what children will be doing. Additionally, the childminder uses daily diaries to offer specific ideas for activities to support the development of individual children.
- The childminder monitors children's progress exceptionally well. She responds swiftly to address any weaker areas and to close any gaps in children's learning. She uses her excellent knowledge to offer children highly pertinent support. Children persevere at tasks, relish challenges and confidently try new experiences.
- The childminder makes excellent use of any new knowledge gained from research or training. Her increased understanding of how children learn enables her to assess them and make sure that the activities she offers fully engage and challenge them.
- Children gain an excellent appreciation of diversity. They look at relevant sections of local and national newspapers and discuss what is happening. This helps build their understanding of their community and ignites their interest in the wider world.

What the setting needs to do to improve further

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

- implement the plans to introduce even further opportunities for children to understand the uses of everyday technology

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 talked with the childminder about how she supervises her assistants.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members and assistants. She discussed the childminder's self-evaluation information and viewed a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents as given in their written feedback to the childminder.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder makes excellent use of her qualification to offer her assistants highly effective supervision. She meticulously evaluates her work to identify even further improvements. She has recognised that she can offer children even more opportunities that support them in understanding the uses of everyday technology. Arrangements for safeguarding are effective. The childminder has a comprehensive knowledge of this area and is fully aware of all issues that could threaten children's welfare, such as the risk of harm from extreme views and behaviours. She ensures that her assistants also maintain the same thorough understanding. The childminder works exceptionally well with other childcare settings that children attend. She shares detailed information with them to ensure that children's learning is always promoted to the maximum.

Quality of teaching, learning and assessment is outstanding

Children enjoy numerous opportunities that support the development of their mathematical knowledge. For example, they explore a basket of natural resources and talk about the cylindrical shapes. They sort the items according to shape and size and relish the challenge of putting the correct number of items next to wooden numbers. The childminder uses every opportunity to extend children's learning. For example, children use a variety of rulers and tape measures. They then think what other types of measurements there are, and use sand timers to measure minutes. The childminder makes excellent use of children's interests as a way of helping them to extend their communication skills and learn new vocabulary. For example, children are engrossed as they search through shredded paper to find their favourite snow animals. They name the familiar ones and eagerly absorb the names of others, such as 'caribou' and 'arctic wolf'.

Personal development, behaviour and welfare are outstanding

The childminder builds excellent partnerships with parents. Her incredibly sensitive understanding of children's emotional well-being means that she continuously considers this. She builds children's self-esteem through praising them and truly valuing their contributions. Children discuss feelings and review the rules they feel are important, such as listening to others and taking fair turns. They handle toys carefully and readily help to tidy up. Children demonstrate excellent social skills and highly positive emotional attitudes. This aids them in quickly adjusting to new situations, such as their move on to school. Children develop excellent physical skills and learn how to keep themselves safe. For example, they climb trees, competently assessing how far they can safely climb.

Outcomes for children are outstanding

Children make exceptional progress and rapidly develop the skills that support them at school. They quickly become independent learners and demonstrate high levels of curiosity. For example, young children look through coloured plastic and note how this makes everything change colour. They eagerly experiment further, independently choosing resources to test. They quickly conclude that solid objects block their view and clear objects and plastic do not have any effect in changing colours.

Setting details

Unique reference number	123346
Local authority	Hertfordshire
Inspection number	1102982
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	12
Number of children on roll	17
Name of registered person	
Date of previous inspection	12 November 2014
Telephone number	

The childminder registered in 1995 and lives in St Albans. She holds an appropriate qualification at level 7 and works with an assistant on an occasional basis. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

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