

# Childminder report

<b>Inspection date</b>	21 January 2019
Previous inspection date	15 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
Effectiveness of 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 highly qualified and experienced childminder has an excellent understanding of how to support children's learning and care needs. The quality of teaching is inspirational.
- Children learn to foster a love of reading and enjoy a wide range of books. For example, they enjoy stories together and refer to non-fiction books. Children develop their literacy skills.
- Children's behaviour is exceptional. They happily share toys and work together on tasks with their friends, or as a team with the childminder. The childminder is a fantastic role model. He models polite and calm behaviour and explains the benefits of working together.
- The childminder actively seeks feedback from parents and children and effectively acts on it. For example, children's preferences are thoughtfully included in planning.
- Parents comment extremely positively on the variety of activities and outings children enjoy. They add that children are so settled and happy there they do not want to leave. The high standards of care and established routines help children to feel settled.
- The childminder expertly supports children's personal and social development through a variety of ways. One such example is displaying children's work and encouraging them to feel proud of their achievements. Children display great confidence in themselves and their abilities.
- Children benefit from regular fresh air and many fantastic opportunities to develop their physical skills outside. For instance, they go on nature walks in the woods and ride on balance bicycles.

## What the setting needs to do to improve further

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

- develop the already effective partnerships with parents and teachers to share even more detailed information to further support children's learning and care.

### Inspection activities

- The inspector viewed the areas of the childminder's home used for childminding.
- The inspector checked evidence of the childminder's qualifications and training, and of the suitability of household members.
- The inspector discussed the childminder's improvement plans and safeguarding procedures. She looked at a range of documents, including children's records.
- The inspector observed and discussed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children when it was appropriate. She took account of comments in feedback given by a number of parents.

### Inspector

Becky Williams

## Inspection findings

### Effectiveness of leadership and management is outstanding

The dedicated childminder enthusiastically demonstrates a clear commitment to continually developing the already excellent experiences and outcomes for children. He thoroughly evaluates his practice and strives to improve his provision even further through continuous and targeted professional development. For example, following training, he has reviewed his planning and practice to provide children with more time to explore activities and support them to extend their own learning. Children are deeply engaged and concentrate for very long periods. They develop their thinking skills. The childminder explains the importance of partnership working to support children to achieve the best possible outcomes. He already has plans to further build on these already excellent relationships with parents and teachers to benefit children's care and learning. Safeguarding is effective. The childminder demonstrates a thorough understanding of child protection procedures. He has incredibly robust policies and procedures which promote children's safety and high levels of well-being at all times.

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

The childminder confidently talks about children's next steps in learning and interests. He provides superb individual support and meticulously monitors and reviews children's progress. Children work together to rescue model animals trapped in ice. The childminder expertly extends activities. Children explore and discuss different methods to free the animals. They pour warm water, rub salt and carefully use tools. Children independently look at books throughout the activity to search for the same animals and discuss the pictures. The attentive childminder introduces new words with their meanings and children quickly develop their vocabulary, and learn new words such as 'narwhal' and 'krill'. The childminder supports children who speak English as an additional language. For example, he uses visual aids and learns key words in their home languages.

### Personal development, behaviour and welfare are outstanding

Children develop their independence skills and learn that their voice is important and valued. For example, they choose what they want to eat and talk about healthy food choices as they help to prepare nutritious food. Children discuss why some foods are good for them and the effects some foods have on their friends. The childminder thoughtfully supports dietary requirements so that children enjoy the same meals as their friends. Children enjoy taking responsibility for tidying and cleaning up after lunch. They learn to manage risks and to use tools appropriately. The childminder actively challenges stereotypes. Children learn about other people, families and communities beyond their own experiences.

### Outcomes for children are outstanding

Children make consistently high rates of progress and display a positive attitude to learning. Children learn to link sounds and letters. They enthusiastically draw the first letter of their names, and their friends' names, in the air using their fingers. During activities, they independently and successfully match quantity and numbers as they line up toy animals. Children are extremely well prepared for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY392017
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10069428
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	15 October 2014

The childminder registered in 2009 and lives in Hitchin, Hertfordshire. He operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant early years qualification at level 3. He provides funded early education for three- and four-year-old children.

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