

# Childminder report

<b>Inspection date</b>	1 July 2019
Previous inspection date	1 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 is very reflective about the provision she offers. She carefully considers the impact of any changes she makes. The childminder actively involves parents in her service, such as asking them to complete regular questionnaires. She makes relevant changes to meet their needs.
- Children are highly focused learners. They remain fully engaged at the activities they choose for long periods of time. The childminder recognises their interests and follows these to support the children in their learning.
- The childminder makes effective use of a range of opportunities to develop children's mathematical understanding. She skilfully weaves this learning into discussions as the children play. For instance, she talks to children about how full their scoops are getting as they add more beads to them.
- The childminder provides children with a welcoming and motivating learning environment. She offers them a wide range of enjoyable resources, which she carefully links to the topics that the children are learning about.
- The childminder encourages younger children to complete tasks for themselves. For instance, they cut up bananas at snack time. This also helps them to develop an understanding of how to use tools safely for a purpose.
- The childminder does not always make the most of opportunities to fully support children to extend their ideas during their imaginary play experiences.

## What the setting needs to do to improve further

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

- make the most of opportunities to support children to build on their imaginary play experiences and encourage children to extend their ideas even further.

### Inspection activities

- The inspector had a tour of the areas of the premises used for childminding indoors and outdoors.
- The inspector observed the childminder's teaching and considered the impact of this on children's learning.
- The inspector took the views of parents into consideration through discussions and reading parents' questionnaires.
- The inspector spoke to the childminder and children at appropriate points throughout the inspection.
- The inspector looked at a range of documentation, including policies and children's records.

### Inspector

Jennifer Hardy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a strong understanding of how to support children's well-being. She keeps relevant information to hand so that she can respond quickly to any concerns that arise. The childminder vigilantly completes professional training which helps her to keep her knowledge up to date. Parents are well informed about the progress children make. The childminder uses innovative ways to encourage them to build on their children's learning at home. For instance, she creates themed packs, based on children's interests, to support various areas of their development. Parents complete feedback about what the children have gained from these packs. The childminder recognises the benefits of working with other professionals, such as staff at other early years settings, to support the continuity in children's care and learning.

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

Children make connections between their real-life experiences and their play. For instance, they wash up their dishes after their snack and then play with the toy sink, pretending to wash up the toy plates. The childminder supports children's colour recognition well. For instance, she encourages them to look closely at the different colours of the small beads they play with. The childminder supports children's communication skills effectively. She provides them with a narrative as they explore the toys. She provides children with challenging learning experiences, suitable for their individual stages of development. For instance, she uses a range of questions to encourage and motivate children. Children respond with determination as they persevere to hide toy sea creatures in a deep tray, so that the toys are completely covered.

### Personal development, behaviour and welfare are good

Children develop a strong understanding of where the food they eat comes from. For instance, they pick strawberries from the garden that they have previously watered and watched grow. The childminder supports children to understand the importance of washing the fruit before they eat it for a snack. The childminder knows the children well and responds instinctively to their individual needs. For instance, she recognises when children become tired and settles them calmly for a sleep. Children feel valued by the childminder. She arranges their work proudly on the colourful displays around her home. The childminder supports children to share and take turns. She encourages them to complete tasks for themselves. For example, the childminder begins to undo lids on containers and then passes them back to children to complete the task independently.

### Outcomes for children are good

Children make strong progress from their initial starting points. They are very well prepared for the next stages in their learning and for their move on to school. Children show high levels of curiosity in how things work. For example, they press the buttons on toy robots to see how they can make them move. Children develop their muscles well. For instance, they mould play dough to create models. They demonstrate their strong hand-to-eye coordination, such as when they stack blocks to make towers. Children confidently count the number of blocks they have in the towers they make.

## Setting details

<b>Unique reference number</b>	404119
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10106029
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	1 April 2014

The childminder registered in 2000 and lives in Hemel Hempstead, Hertfordshire. She operates all year round from 7.30am to 5.30pm, 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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

