

Childminder Report

Inspection date

11 June 2015

Previous inspection date

25 March 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Teaching is outstanding, because assessments of children's skills are accurate, and planning for activities expertly promotes their next steps in development. The childminder efficiently uses approved developmental guidance to monitor children's progress. As a result, they flourish across all areas of learning.
- Children learn with high levels of interest. For example, the childminder reads a story and they decide to act it out. Children build dens, create props and voices for their characters. The childminder inspiringly extends their play to the easel, where children paint scenery for their story. Consequently, children develop skills through play.
- The childminder is extremely creative, enthusiastic and focused in promoting children's personal talents. For example, children enjoy cooking; he proficiently plans opportunities for them to taste new flavours, prepare meals and learn about nutrition. As a result, children have unforgettable experiences as they acquire skills and knowledge for life.
- The childminder keeps children busy and skilfully plans daily exercise sessions for them. Furthermore, he provides children with home-made meals, nutritious snacks, and teaches them to manage their personal hygiene. Consequently, children are skilfully introduced to healthy lifestyles.
- Child protection practice is exceptional. The childminder participates in regular safeguarding training, and confidently knows the procedures to protect children's welfare. Additionally, he worked for the metropolitan police service and his experience and knowledge are an asset to his practice. Consequently, children's safety is promoted at all times.
- The qualified childminder works with his co-childminder and assistant to effectively reflect on practice. They closely monitor the teaching practice and children's learning, regularly consulting parents for suggestions to continuously enhance the outstanding practice.

What the setting needs to do to improve further

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

- continue to expand on the already expert ways to engage parents in educational programmes, by obtaining more detailed information about children's learning and interests at home to enhance even further their ongoing support.

Inspection activities

- The inspector observed children at play and interacted with them. She held discussions with the childminder, his co-childminder and assistant throughout the inspection.
- The inspector observed and evaluated an activity with the childminder.
- The inspector reviewed children's assessments records and planning documentation. She looked at evidence of the childminder, assistant and household members' suitability, and discussed a range of other documents, including the safeguarding and other policies.
- The inspector took account of the views of parents through discussions during the inspection, questionnaires and reference letters.
- The inspector reviewed the childminder's procedures for self-evaluation and discussed how he monitors his services for children.

Inspector

Karinna Hemerling

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

The childminder exemplarily promotes the learning and development requirements. Children's starting points in learning are accurately identified and shared with parents. The childminder has innovative strategies to inform parents of all aspects of children's learning, interests and progress. However, there is scope to further expand on these strategies. For example, by engaging parents in sharing even more detailed information about children's ongoing learning and interests at home. The progress check for children aged between two and three years is meticulously completed in partnership with parents and outside agencies, as needed. The childminder exchanges regular reports on children's progress with other settings they attend, demonstrating that links with other professionals are robust. Children learn literacy and numeracy skills through age-appropriate, interesting and appropriately challenging activities. Consequently, they develop very positive attitudes towards learning and are ready for school.

The contribution of the early years provision to the well-being of children is outstanding

The childminder is welcoming and very attentive towards children. As a result, children form strong bonds with him. The childminder expertly exchanges information with parents about children's needs, and proficiently ensures these are met in practice. Consequently, children thrive. The childminder astutely praises their achievements, good behaviour and ideas. This effectively maximises their confidence and self-esteem. As a result, children behave extremely well. The childminder provides children with plenty of opportunities to play in larger groups, and they demonstrate excellent social skills as they play in harmony. Additionally, he plans regular outings to parks, zoos, farms, town centre and to the seaside, enabling children to learn about the world around them. The childminder expertly teaches children about personal safety. For example, children learn about stranger danger, as they act out a story. The childminder astutely talks to children about their future experiences at school, so that they start school with confidence.

The effectiveness of the leadership and management of the early years provision is outstanding

The childminder fully meets the safeguarding and welfare requirements. He proficiently documents practice and takes all steps to minimise risks for children. Parents are effectively introduced to the Early Years Foundation Stage, educational programmes and are fully informed of policies and procedures. The childminder has established strong links with the local authority and children's centres. Therefore, children are promptly supported. There are robust procedures for the recruitment, monitoring and supervision of the assistant's practice. Furthermore, the assistant benefits from continuous opportunities for professional development. The childminder actively participates in training, and expertly introduces new ideas in practice. Children enjoy a secure environment and excellent support for their needs and learning. Consequently, they benefit from the best start in life.

Setting details

Unique reference number	EY309988
Local authority	Hertfordshire
Inspection number	848984
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	15
Name of provider	
Date of previous inspection	25 March 2010
Telephone number	

The childminder was registered in 2005 and lives in Watford. He operates all year round, Monday to Friday from 7.30am to 6.30pm, except for bank holidays and family holidays. The childminder holds appropriate early years qualification at level 3. He works with an assistant and his wife, who is also a registered childminder; they hold early years qualifications at level 2 and 5. The childminder provides funded early years education for two-, three- and four-year old children.

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