

Childminder Report

Inspection date

10 January 2018

Previous inspection date

26 September 2013

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

- The childminder provides good opportunities for children to develop their physical skills. She plans daily activities, including a range of community groups, where children have fresh air and exercise. This encourages children to be active and helps them to develop a healthy lifestyle.
- The childminder works well with other settings that children attend. She communicates effectively to consistently support children's learning and development.
- Children develop good mathematical language during activities and experiences. They receive good support from the childminder. For example, she encourages them to look at size and comparisons during play as they talk about big and small cars.
- Children learn about people in the wider world and develop good social skills. For example, they enjoy regular opportunities to have lunch out with the childminder. This also helps children to develop confidence and learn about appropriate ways in which to behave.
- The childminder keeps up to date with changes to legislation and good practices through regular reading and research to support children's welfare and learning.

It is not yet outstanding because:

- The childminder does not regularly and precisely track children's progress as well as she could, to sharpen her planning and raise children's achievements even further.
- Although partnerships with parents are good overall, the childminder does not always support parents effectively, to extend their children's learning at home.

What the setting needs to do to improve further

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

- refine the assessment of children's progress so that it gives a more regular picture of the achievements they make, to sharpen planning further for their next steps in learning
- strengthen opportunities for sharing ideas and activities with parents, to further support and extend their children's learning at home.

Inspection activities

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

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

Children's safety is the childminder's priority. She has a good understanding of how to minimise risks to children. For example, she carries out regular visual checks of her home and teaches children about their personal safety, particularly during walks in the local community. Safeguarding is effective. The childminder follows her child protection policies and procedures consistently to protect children from harm. She knows which professionals to contact if she has concerns about children's welfare and is aware of the signs and symptoms of abuse. The childminder's daily evaluations of her practice support her to ensure that activities and experiences are well organised and planned appropriately. The childminder seeks the views of children and parents to help her recognise her strengths and areas for improvement, which supports her to improve her practice.

Quality of teaching, learning and assessment is good

The childminder models language effectively and she supports young children to develop their speech. For example, during an interactive story, the childminder regularly repeats her words. She leaves some gaps for children to fill in the missing words, which they do willingly. This helps her to support children's growing vocabulary successfully. The childminder carries out observations and tracks children's progress. She identifies their next steps in learning and plans an appropriate range of activities and experiences that engages children. The childminder promotes children's independence well. She provides opportunities for children to try to do things for themselves before assisting them, if needed. For example, she encourages children to cut their own fruit at snack time.

Personal development, behaviour and welfare are good

The childminder promotes children's personal, social and emotional development well. She praises and encourages their efforts. For example, during a tower building activity, the childminder tells children, 'I'm very proud of you for what you have built there'. This raises children's self-esteem and encourages their self-confidence. Children develop strong bonds and attachments with the childminder and their peers. They work together and learn to cooperate, as she encourages them to share the train track and work out how best to fit the pieces together. The childminder promotes healthy eating. She provides children with freshly prepared meals, encouraging them to try a range of fruit and vegetables with each meal. This supports children to develop healthy lifestyles.

Outcomes for children are good

All children make good progress from their individual starting points and capabilities, including two-year-olds in receipt of funding. Children develop curiosity and positive attitudes towards their learning. They are motivated to try things independently, such as putting on their shoes and coats as they prepare for outings. This helps to prepare them for their next stage of learning and their eventual move to school.

Setting details

Unique reference number	EY340631
Local authority	Hertfordshire
Inspection number	1064920
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	26 September 2013
Telephone number	

The childminder registered in 2006 and lives in Welwyn Garden City, Hertfordshire. The childminder operates all year round from 7.30am to 6.15pm from Monday to Friday, except for bank holidays and family holidays.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

