

Childminder report

Inspection date	18 February 2019
Previous inspection date	24 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 understands the benefits to children when she shares information with the other early years settings that they attend. She shares and gains information about children's next steps in learning and this helps to promote continuity in the progress they make.
- Children enjoy imaginative play and spend time carefully preparing for events. For example, they set up tea parties and share play food between the soft toys and dolls they have invited to take part. Children talk in detail about what they are doing.
- The childminder is a good role model for children. She models the use of good manners and respect for others. This helps children to learn how to respect each other, for example, they readily apologise if they feel they have done something wrong.
- Children make good progress with the childminder. She provides opportunities for children to learn about other families, communities and the wider world. For example, she encourages them to learn greetings in languages other children speak to surprise them when they next attend.
- The childminder does not always use the information she gains from her observations and assessments of children's learning to precisely track the progress they make. Consequently, she does not have the best possible understanding of how to promote children's learning to the highest levels.
- The childminder does not provide a literacy rich environment to help support children to recognise familiar words, both in English and in other languages they speak.

What the setting needs to do to improve further

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

- enhance the tracking of the progress children are making, to support them to learn to the highest possible levels
- provide further opportunities for children to be able to see and learn to recognise familiar words in their own and in other languages.

Inspection activities

- The inspector looked at the areas of the premises used for childminding and observed the childminder's and children's interactions through play and routine activities.
- The inspector observed the childminder teaching the children through a planned activity and discussed the learning that was taking place with her.
- The inspector discussed the progress children are making with the childminder and looked at children's development and assessment records.
- The inspector viewed the suitability checks of household members and sampled a range of other documents, including the safeguarding policy.
- The inspector took into account the written views of parents and discussed the childminder's reflections on her practice with her.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has recently undertaken training on safeguarding and knows how to swiftly meet children's needs in the event of a child protection concern. She continually assesses risks in her home and on outings and takes appropriate action to help keep children safe. For example, the childminder is vigilant about ensuring toys with small pieces are not accessible when babies are present. The childminder reflects on her practice and on children's needs and looks for ways to make effective improvements. For example, since her last inspection she has evaluated her learning environments. She has minimised the resources available to children and has seen an improvement in children's engagement in learning.

Quality of teaching, learning and assessment is good

The childminder spends time talking to parents about what their children can already do when they start to attend her setting. She uses this information and her own initial observations of children's development to identify their starting points in learning. The childminder is skilled in teaching children of different ages in planned activities. For example, she gives older children time to count and work out simple mathematical problems as they play games. The childminder models counting and uses mathematical language as she interacts with younger children. She talks to children and asks them questions to encourage them to think. The childminder responds positively to emerging words and the conversations that children instigate.

Personal development, behaviour and welfare are good

Children are learning about how to stay safe and healthy. The childminder encourages children to wash their hands before eating and they enjoy a wide range of healthy meals and snacks. These are freshly prepared by the childminder and children enjoy chopping fruit. Children have regular opportunities to be active. For example, they enjoy trips to parks and farms and use the childminder's extensive garden. Children demonstrate they are content and happy in the childminder's care. When they feel unsure of situations, they seek out the childminder and she gives them constant reassurance. The childminder builds strong partnerships with parents. They state she provides stable routines and this helps children to feel secure. Parents state they have good knowledge of children's learning and development as the childminder gives them daily updates.

Outcomes for children are good

Children make good progress in their development and gain skills to support their readiness for future learning and starting school. They have a positive attitude to learning and are constantly looking for what they can do next. Children show a keen interest in books and enjoy being able to choose their favourite stories to share with the childminder. Younger children point to pictures and use their developing vocabulary to name what they see. Older children join in with familiar stories and are able to express their ideas of what they think might happen next.

Setting details

Unique reference number	EY366191
Local authority	Hertfordshire
Inspection number	10063602
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 August 2015

The childminder registered in 2008 and lives in St Albans. She operates all year round from 7.30am to 6.30pm, 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.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.

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.

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 monthly newsletter for more information and updates: 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
W: www.ofsted.gov.uk

