

Childminder Report

Inspection date

24 August 2015

Previous inspection date

5 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder maintains an enthusiastic approach to developing her practice. She attends further training and uses her new knowledge to benefit children. For example, she now more accurately links each child's next developmental steps into the activity planning in order to promote their individual learning.
- The childminder regularly checks children's progress and acts promptly to address any weaker areas. For example, she now offers additional resources and activities that support children in learning to count and recognise written numbers. This is helping to raise their achievements in these areas.
- The childminder uses her good teaching skills to ensure that the activities she offers children are exciting and appealing. These engage children's interest and support them in making good progress. Children have positive attitudes and quickly develop the skills that support their learning, thus preparing them well for school.
- The childminder communicates well with parents. She informs them of children's activities and obtains updates about their achievements at home. She offers parents ideas for activities to try and, in this way, supports them in extending their children's learning.
- Children develop a good awareness of how to keep themselves healthy. They participate in discussions about healthy choices for snacks. They also note how exercise, such as using a soft-play centre, increases their heart rates and helps develop their muscles.

It is not yet outstanding because:

- The childminder does not always make the most of all opportunities to support children in fully developing their skills in creativity and critical thinking.
- The childminder does not always fully support children's independent learning when they use the garden.

What the setting needs to do to improve further

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

- enhance the opportunities for children to develop their creative skills and think critically during activities and discussions
- extend the opportunities for children to make independent choices and develop their own play when using the garden.

Inspection activities

- The inspector observed activities in the childminder's house and viewed the garden and areas of the home used for childminding.
- The inspector talked with the childminder and the children present and reviewed an activity with the childminder.
- The inspector looked at children's assessment records, planning documentation and evidence of the suitability of household members. She viewed the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Kelly Eyre

Inspection findings

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

The childminder plans activities well, carefully incorporating children's interests. This is one of the ways she ensures that activities are meaningful to children and ignite their enthusiasm to learn. For example, following recent holidays, children enjoy activities that enable them to build on these experiences. They describe how sand-textured dough feels, sort shells according to size and thread model sea creatures onto coloured string. Activities such as these contribute to the development of children's knowledge of their environment and their communication and mathematical skills. The childminder supports children well in developing their physical skills. For example, young children competently use a range of tools, such as rollers and shaped cutters, when playing with dough. However, children are less confident in developing their creative and critical-thinking skills. The childminder offers them fewer opportunities to express their creativity and solve problems as they play. Children enjoy a range of activities that support them in developing their enjoyment of books and their early reading skills. For example, the childminder helps them make simple puppets to aid them in retelling favourite stories.

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

The childminder gathers clear information from parents so that she understands children's needs. She plans her daily routines to closely reflect children's home routines, helping them to feel settled and secure. Children quickly establish warm, trusting relationships with the childminder, readily including her in their play. The childminder is a good role model and interacts well with children. She encourages them to understand and respect each other. With her support, children learn to work cooperatively and to manage their behaviour. The childminder supports children in trying new activities and encourages them to persevere at tasks they find difficult. This aids them in understanding how to achieve and helps them in developing their emotional security in readiness for school. The childminder organises indoor resources well, enabling children to make independent choices. Children are not always able to make as many choices and extend their play to the maximum in the garden as resources are not as freely accessible.

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

The childminder has a good knowledge of the Early Years Foundation Stage and ensures that her policies support her in meeting all requirements. She has clear procedures to keep a record of any complaints and also regularly refreshes her knowledge of safeguarding. This enables her to report any concerns she has about children and to promote all aspects of their safety and welfare. The childminder has improved her self-evaluation and now uses this more efficiently to plan relevant changes. For example, she now offers children additional opportunities to review their learning. The childminder has effective processes in place to support her in working with other childcare settings that children attend. These include exchanging relevant information so that children's care is consistent and their development is promoted.

Setting details

Unique reference number	EY366191
Local authority	Hertfordshire
Inspection number	857782
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	5 November 2008
Telephone number	

The childminder was 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.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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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 2015

