

Childminder report

Inspection date	23 October 2018
Previous inspection date	18 May 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The childminder provides a well-resourced environment. She knows the children well, providing activities she knows will engage them and support their good progress. Partnership working with parents is strong. Comments from parents show how much they value and appreciate the good care and learning opportunities the childminder provides for their children.
- Children's behaviour is exceptional and they show great kindness and respect towards one another. Interesting activities aid them in developing an excellent appreciation of diversity. For example, children read about festivals and create artwork linked to these.
- Children's language and communication skills are fostered particularly well. The childminder talks to children continually, responding positively to emerging words and expanding their vocabulary by introducing and repeating new words as they play.
- The childminder undertakes a focused programme of professional development. She enhances her knowledge and skills effectively, which has a positive impact on the quality of care and education that she provides for children.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to encourage children to learn about and use numbers.
- The childminder does not share enough information about children's achievements with all the settings that the children attend to support consistency in their learning even further.

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 help children learn more about numbers
- strengthen methods of sharing information with all other settings that children attend to help complement their learning further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and in the garden and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures.
- The inspector checked evidence of the suitability of the childminder and other household members.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of leadership and management is good

The childminder is professional and well organised. She is proactive in seeking ways to provide children with exciting ways to learn. The childminder evaluates her practice regularly and identifies areas that she would like to change to maintain her good provision. For example, she has introduced a wider variety of natural materials to encourage children's exploration and sensory play. Safeguarding is effective. The childminder knows the possible signs of abuse and understands wider issues of child protection. Clear policies underpin her good practice and these are shared with parents. The childminder makes sure her assistants are clear about their role and responsibilities. The childminder maintains a safe and secure home. She is vigilant in her supervision of children and alert to potential risks, such as children putting toys in their mouths. She uses opportunities like this to teach children about safety.

Quality of teaching, learning and assessment is good

The childminder gets to know the children very well. Ongoing observations of children's development enable her to quickly identify and target gaps in their learning. The childminder gets down to children's level and is playful in her interactions, which in turn stimulates them to join in. For example, the childminder develops young children's ideas as they excitedly learn to place lids on saucepans and stir pretend food in the role-play area. Children have plenty of opportunities to develop their small-muscles skills in preparation for early writing. They make meaningful marks with an interactive whiteboard and pen and operate toys with increasing skill. From an early age, children show a keen interest in books. They sit on the childminder's lap and listen while she reads and enjoy feeling the textured pages. Children express their wish to sing a favourite rhyme and join in with the actions.

Personal development, behaviour and welfare are outstanding

The childminder uses her excellent knowledge of safeguarding to inform her work. She supports children very well in understanding how to keep themselves safe. For example, children competently assess risks as they play and the childminder sensitively supports young children in understanding how to tidy toys away to avoid accidents and how to cross the road safely. The childminder gathers a wealth of information from parents and uses this to help children feel settled and secure. Children demonstrate a mature approach to managing their behaviour. For example, young children understand how to take turns, competently and readily help their friends when they are upset. Children gain an excellent understanding of the relevance of healthy practices. For example, they understand that eating healthy foods and being psychically active, will help them helping them to appreciate how exercise affects their bodies. Children mirror the childminder's calm but highly positive attitude and are motivated and keen to learn.

Outcomes for children are good

Children develop good skills and are ready to move on to their next stage of learning. children use a wide range of resources to build their writing skills indoors and outdoors. For example, outside they enjoy making marks with chalks on the ground. Children are creative and learn to use their imaginations successfully, such as pretending to cook

meals in the role-play areas. Children show curiosity in their learning and the childminder challenges them effectively.

Setting details

Unique reference number	EY380997
Local authority	Hertfordshire
Inspection number	10070404
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	18 May 2015

The childminder registered in 2008. She lives in Hoddesdon in Hertfordshire. The childminder operates all year round from 7.30am to 6.30pm, Monday to Fridays, except for bank holidays and family holidays. The childminder has three assistants who she can use in case of an emergency.

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

