

Childminder report

Inspection date: 9 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly confident, happy and independent. They are extremely well supported by the childminder and flourish in her care. Children become absorbed in play and are keen for others to join in. For example, they ask visitors what they would like to eat at their pretend café. From a young age, children expertly use pencils and understand how to use marks to represent words.

Chatter and laughter abound in the childminder's home. Children's behaviour is of the highest quality. They are highly aware of the needs of babies and show care and concern, such as when they fall over. Children understand the need to call for help in an emergency. They expertly act this out as they quickly seek a toy phone to call the doctor. Following this, the childminder asks children what they would do if the smoke alarm goes off. Children take the childminder by the hand and show her their superb understanding of the fire evacuation procedure.

The childminder is passionate about helping children to appreciate nature. Her involvement in a forest school association for childminders inspires her thinking and planning for outdoor learning. Children have wonderful opportunities for exploration and adventure. The childminder talks about how she enables children to undertake suitable challenge and risk in their play. She believes this enables them to learn highly effective ways to keep themselves safe.

What does the early years setting do well and what does it need to do better?

- The childminder has an ambitious vision for her setting and the education she provides for children. She offers an inclusive provision where all children are valued as individuals and supported to achieve to the best of their abilities.
- The childminder supports children to develop excellent self-care skills so that they can manage their personal needs. Children are confident and independent learners. They show a determined effort to succeed. For example, they say, 'I will try again', when something does not work as they have planned.
- Babies are highly active in play and exploration. The childminder skilfully assesses their needs and makes changes to the environment so that they have the highest-quality experiences. For example, when they start to walk, she ensures that they can safely practise their new-found skills.
- The childminder's planning is excellent. She uses highly focused teaching to build on what children already know and can do. This has a superb impact on children's learning, as they are all making outstanding progress.
- The childminder uses her high-quality teaching to support each child to be included superbly in activities. One way she does this is by making coloured ice blocks for children to use for painting. The childminder talks about using food colouring so that the activity is safe for babies who explore using their mouths.

She demonstrates a calm and considered approach as she encourages children to take their time and excel in learning.

- Children have incredibly good speech and language skills. They are highly inquisitive and ask many 'why?', 'what?' and 'where?' questions. The childminder offers children wonderful explanations and provides many opportunities for them to find things out for themselves, for example through expertly using books.
- Partnerships with parents and carers are exceptional. The childminder keeps parents well informed and updated about their children's learning through observations, photographs and regular assessments. Parents comment that the childminder highlights areas where children need support. She offers them ideas for what they can do to help children at home. This contributes to the excellent progress children make.
- The childminder evaluates her practice exceptionally well. For example, she sets herself highly challenging targets. She is incredibly keen to ensure that she uses beneficial training to build on her already impressive skills and knowledge. Since the last inspection, the childminder has gained a level 3 qualification. She is seeking even more training, including in the forest school approach to learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of her role and responsibilities in relation to safeguarding children. She talks in detail about the signs and symptoms of the four main types of abuse. The childminder also has an excellent knowledge of wider safeguarding issues. She understands her responsibility to contact relevant agencies if she has any concerns. The childminder frequently updates her already superb safeguarding knowledge through undertaking training, reading and research. She has a safeguarding policy which supports her vigilant practice.

Setting details

Unique reference number	EY401689
Local authority	Hertfordshire
Inspection number	10127205
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 March 2015

Information about this early years setting

The childminder registered in 2009 and lives in Watford. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to safeguarding and complaints procedures.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections on her practice with her.

We carried out this inspection 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.

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