

# Childminder report

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Inspection date:

6 November 2019

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive in the childminder's welcoming and nurturing environment. They clearly demonstrate feeling safe and secure, allowing them to fully access learning activities offered to them. Children have an excellent understanding of the routines and actively volunteer to help set these up, showing familiarity with these embedded routines and confidence in their own abilities.

The childminder promotes the importance of developing early reading skills from a young age. Children listen attentively to the childminder read a story about woodland creatures. They join in excitedly, volunteering mature vocabulary and talking enthusiastically about the characters. Younger children are supported to access this session with the use of puppets and age-appropriate resources. This learning is extended through a treasure hunt in the local woods, discovering the characters from the story. Children demonstrate high levels of engagement.

The childminder's effective communication results in exceptional collaborative working between the childminder, parents and other professionals. The childminder shares her planning with parents and completes informative daily diaries for the children. The childminder expertly uses information provided by parents about their children's prior knowledge and skills. She works closely with parents to plan for children's next steps and extend their learning experiences further.

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

- The childminder promotes the development of language extremely well. Young children are supported skilfully to develop early communication skills. Older children have made rapid progress in this area and are confident communicators. Children who speak English as an additional language are expertly supported to use their home language and develop English vocabulary.
- Independence is given a high priority by the childminder. Children develop the ability to persevere and be resilient from a young age across a range of scenarios. For example, young children are encouraged to sprinkle cinnamon on their porridge and use their own spoon to feed themselves.
- Relationships are a true strength of this setting. Children have very close attachments to the childminder and her assistant. Their attentive and nurturing manner means children feel relaxed and ready to learn. Children's behaviour is excellent and they actively seek one another to share experiences together. Rules are promoted in a relaxed way. For example, children sing a rhyme about manners during their morning group time.
- Children are encouraged to keep healthy. Physical activity is part of everyday learning, including walks in the local environment, yoga and gymnastics sessions. The childminder provides a varied menu of home-made food, which

many parents comment is a strength of the setting and something their children enjoy.

- The childminder has a proactive, reflective attitude towards her practice and has made further improvements since her previous inspection. This includes a personal project to develop her understanding of how children strengthen their hand muscles and develop coordination. She has adapted the learning environment to provide a larger area and seating for children to relax in and read books. These improvements have a positive impact on children's learning and development. All children make excellent progress in their development.
- The childminder works closely with parents and other professionals. For example, she has recently worked with a speech and language therapist and a local nursery to provide support for a child with additional needs.
- The childminder and her assistant know children exceptionally well. They expertly plan activities based on children's interests and current stage of development. They skilfully support children's learning, including allowing them time to try out different approaches to solve a problem. For example, children try out different-sized toy vehicles on a garage, learning the mathematical vocabulary to describe size and shapes.
- The childminder provides her assistant with regular feedback on her practice and supports her to develop her teaching skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent knowledge of safeguarding and understand the potential risks to the young children they provide care for. The childminder regularly assesses risks in her home, inside and outside, as well as for outings in the local environment. The childminder completes daily checklists to ensure her home is safe and secure. All of his helps to keep children safe. Children are actively encouraged to keep safe during activities as, for example, children's attention is drawn to mushrooms during the local walk and are reminded not to touch them.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY426767                                                                          |
| <b>Local authority</b>             | Hertfordshire                                                                     |
| <b>Inspection number</b>           | 10127228                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 0 to 4                                                                            |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 9 June 2016                                                                       |

## Information about this early years setting

The childminder registered in 2010 and lives in Stevenage. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

## Information about this inspection

### Inspector

Emma Barton

### Inspection activities

- The childminder and inspector completed a learning walk to discuss the organisation of the provision and the curriculum offered.
- A joint observation was carried out with the childminder and the inspector.
- The childminder provided a sample of documentation, including evidence of her suitability to work with children, evidence of professional development and qualifications.
- The inspector observed the quality of teaching during activities inside and outside. The inspector also observed care routines and mealtimes.
- A parent spoke to the inspector to share their views of the setting. The inspector also took account of written questionnaires completed by parents about the childminder.

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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