

Childminder Report

Inspection date

19 October 2016

Previous inspection date

1 October 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder makes excellent use of training opportunities to continually improve her skills and expertise. Furthermore, she supports apprentices through qualification training programmes. Her exceptional practice provides a strong foundation for the apprentices, who then make excellent progression in their careers through embarking on higher level qualification courses.
- The childminder supports children who speak English as an additional language very well. She effectively teaches them English, while also respecting and encouraging their home languages. This strongly supports children to be ready for the English educational system and also to be able to communicate with members of their families in other countries.
- The extremely knowledgeable, dedicated childminder and her very able assistants plan rich, imaginative experiences for children, both indoors and outdoors. As a result, children are highly motivated, eager to explore and maintain their focus during activities over a sustained period of time.
- Children's learning and development are meticulously monitored through individual learning records that accurately track their progress. These are remarkably detailed and used to plan precise next steps in learning for each child.
- The childminder forms extremely strong partnerships with parents and other providers where children attend. Excellent information sharing greatly promotes continuity in children's care, learning and development.
- Children form very close attachments to the childminder and her assistants. Children benefit from secure routines, tailored to their individual needs. Parents comment on how well the 'amazing' childminder supports them and their children, especially when children move on to nursery or school.

What the setting needs to do to improve further

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

- continue to develop the already highly stimulating learning environment, to even further support children's curiosity and imagination, and evaluate the impact of any changes made.

Inspection activities

- The inspector looked at those parts of the childminder's home and garden used for the care of children.
- The inspector observed teaching and learning activities both inside and outside. The inspector discussed the learning that was taking place with the childminder and her assistant.
- The inspector looked at a range of documentation, including the childminder's self-evaluation, policies and procedures. She also looked at the children's learning and assessment records.
- The inspector looked at evidence of all suitability checks for the adults living and working on the premises.
- The inspector took account of the views of parents, as recorded in written references and questionnaires.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder and her assistants have a deep understanding of how to recognise and respond to child protection issues. They also understand how to recognise children who may be at risk of harm from extreme behaviours and views. Self-evaluation is used exceptionally well to target areas for improvement, in order to enhance the already excellent provision. The childminder and her assistants are very well qualified; the impact of training is highly evident in their outstanding practice. The childminder acts on the views of her assistants, children and parents. She holds regular meetings with her assistants to discuss their practice and to offer them continuous support through their training programmes.

Quality of teaching, learning and assessment is outstanding

The childminder is an inspirational teacher. She supports children to make outstanding progress and they thrive in her care. The childminder has a thorough understanding of how each of the children learn. She is skilled at differentiating her teaching methods to meet each child's needs. For example, older children count and sort dried fruit into sets. Younger children, taking part in the same activity, enjoy filling and emptying containers and join in with simple counting. The childminder understands the importance of allowing children to have time to develop into independent learners. Children contently spend time laying on the floor, undisturbed as they play with cars and construction toys. At other times, they enjoy more boisterous learning with the childminder and her assistants, such as making zoos with toy dinosaurs.

Personal development, behaviour and welfare are outstanding

Children form very close bonds with the childminder and her assistants. They know the children and their families well and provide highly nurturing learning environments inside the house and in the garden. The children thoroughly enjoy exploring outside. They are extremely active and notice how their breathing changes after riding around on bicycles. The childminder's assistant talks to children about the impact exercise has on their body and well-being. The childminder has plans to make her environments even more appealing to children. For example, she has observed children's creativity while using sand, such as making volcanos with precise detail. She intends to develop a larger sand area to extend children's exploration even further. Stringent procedures are in place to promote children's good health. Nutritious food is provided each day and the childminder talks with them about the importance of healthy eating. Children follow effective hygiene practices as they take increasing responsibility for washing their hands at appropriate times.

Outcomes for children are outstanding

Children make consistently high rates of progress and are extremely well prepared for the next stage in learning. They are developing excellent early writing skills and excitedly describe which parts of their picture are drawing and which parts are writing. Their marks clearly show the letters in their names emerging. Children have confidence in their own abilities; they are proud to show what they can do. This provides them with a strong foundation on which to build their future education at school.

Setting details

Unique reference number	EY441161
Local authority	Hertfordshire
Inspection number	1065834
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	18
Number of children on roll	8
Name of registered person	
Date of previous inspection	1 October 2013
Telephone number	

The childminder was registered in 2012 and lives in Stevenage. She operates Monday to Friday, from 7.30am until 6pm, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and both her assistants hold a qualification at level 2. The childminder supports children who speak English as an additional language.

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 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 website for news, information and updates at www.ofsted.gov.uk/user.

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 2016

