

# Childminder Report

<b>Inspection date</b>	3 May 2017
Previous inspection date	7 May 2015

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

## Summary of key findings for parents

### This provision is good

- The childminder accurately evaluates the overall quality of her provision.
- The childminder creates a warm and welcoming environment. She forms strong bonds with the children, who settle in quickly and become confident learners.
- Children are motivated by well-planned activities that stimulate their imaginations. They are helped to communicate and test out their ideas.
- Children achieve well. The childminder accurately assesses the progress children make and plans well for the next steps in their learning. She prepares children well for their future learning, including for starting school.
- Children are well behaved. The childminder sets a good example, such as through her gentle and considerate manner towards the children.
- Relationships with parents are good. Parents feel well informed and appreciate the care and guidance the childminder provides.

### It is not yet outstanding because:

- The childminder does not always enable young children to fully develop their independence.
- Occasionally, the childminder does not make the best use of the questions she asks children, to fully encourage them to take their time and support their thinking skills further.

## What the setting needs to do to improve further

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

- increase chances for young children to develop their independence even further
- continue to give children more consistent opportunities to respond to questions, to support their thinking skills even more.

### Inspection activities

- The inspector observed the children and the childminder playing together.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and children's records.
- The inspector and the childminder discussed the play activities and children's learning during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the signs that would cause concern about a child's welfare. She has a clear understanding of the procedures to follow to help maintain children's safety. The childminder works well to evaluate her practice and makes effective changes that benefit the children. She has improved the way she supports children's understanding of diversity. For example, children enjoy multicultural food tasting activities and explore resources that reflect differences positively. The childminder updates her knowledge and skills through training and with support from other partnerships, such as with a local childminding network and local advisory service.

### Quality of teaching, learning and assessment is good

The childminder knows each child well. She regularly observes their play and plans enjoyable and challenging activities to encourage their good progress. For example, children enjoy searching for the correct pieces of a puzzle, as they try to look for the characters on each piece. The childminder spends time playing with children and overall, extends their learning well. For example, she challenges children to name toy animals, introducing new words and encourages them to make the animal noises. The childminder skilfully supports children's early mathematical development. For instance, she encourages children to count and compare shapes as they carefully explore shape sorters.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming home, where children are happy and at ease. She is very nurturing and children are keen for her to join in their play. The childminder is a good role model for children. Children behave well and treat each other and the home respectfully. They listen well and take turns in play. For example, they happily discuss what food to put in their pretend oven and listen well. Children have regular opportunities for physical exercise outdoors. For instance, they visit local parks with the childminder, enjoy using large equipment and make their own resources in her garden, such as building toadstool fairy houses. The childminder provides healthy home-made meals and encourages children to eat well.

### Outcomes for children are good

Children enjoy their learning and are motivated. For example, children pay attention to detail as they read their favourite books and talk about characters and develop strong early literacy skills. Children enjoy exploring water and show curiosity, for example, as they fill large plastic syringes, pour it through funnels and watch it splash in the tray filled with boats. They show good imagination and enjoy taking on different roles in their play. All children quickly gain the skills needed for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY384588
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1093650
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 May 2015
<b>Telephone number</b>	

The childminder registered in 2008. She lives in St Albans, in Hertfordshire. She operates from 7.30am until 6pm, Monday to Friday, during school term time only.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

