

Childminder Report

Inspection date

27 April 2015

Previous inspection date

7 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has high expectations of herself to provide good quality teaching and care. She attends regular training sessions to extend her knowledge of how children develop, which she uses to enhance their learning experiences.
- The childminder's knowledge of safeguarding is secure. There are robust risk assessments in place and she ensures that children's safety and welfare is paramount.
- The childminder is particularly skilled at enhancing children's mathematical knowledge. She maximises opportunities to develop children's counting skills and recognition of numbers and shapes. This prepares them very well for future learning in school.
- The childminder understands the importance of ensuring that children feel safe and secure in her setting. She has an effective settling-in procedure in place and works closely with parents to promote children's confidence from when they first attend.
- The childminder regularly assesses children's learning and development. She creates impressive learning journal documents, that demonstrate the good progress that children are making towards the early learning goals.
- The childminder works closely with parents to promote good continuity of learning for children. She gives them ideas for how they can further support their learning at home.
- Children are confident and motivated to learn. This is because the childminder regularly celebrates their achievements. This makes children feel important and valued.

It is not yet outstanding because:

- At times, the childminder does not maximise opportunities to skilfully question children or give them plenty of time to think about what they want to say.
- The childminder does not always use routines, such as washing hands, to develop children's understanding of how to be healthy.

What the setting needs to do to improve further

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

- increase the use of probing questions, where appropriate, and ensure that children are given plenty of time to think about what they want to say, in order to extend their thinking skills to the very optimum
- maximise appropriate opportunities to teach children about why they need to practise good hygiene or eat nutritious foods, so that they have an understanding of the importance of healthy lifestyles and can begin to contribute to their own from an early age.

Inspection activities

- The inspector observed children taking part in a range of activities and spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector saw evidence of the suitability checks for the childminder and those persons over the age of 16 years living in the household.
- The inspector looked at children's assessment records, policies and procedures, and the childminder's self-evaluation form.
- The inspector conducted a joint observation with the childminder.
- The inspector has taken account of the views of the parents, as recorded in reference letters provided by the childminder.

Inspector

Katherine Hurst

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are happy and enjoy their time at the setting. The quality of teaching is good. The childminder plans a wide range of interesting and challenging learning experiences, providing a good balance of adult-led and child-initiated play. She responds to children's interests well and adapts her planning accordingly. The childminder promotes children's communication and language development well. She makes comments and asks some questions throughout play, and introduces new words, such as propeller, to extend children's vocabulary. The childminder engages children in conversations about past events, for example, they talk about a recent trip to a local woodland area. She encourages them to recall what they saw and did, and uses toys and resources, including photographs, to relive the experience. As a result, children demonstrate good understanding and speaking skills. However, there are occasions when the childminder does not make best use of probing questions, or allow children enough time to think about their answers. Therefore, she does not always extend their thinking skills to the very optimum.

The contribution of the early years provision to the well-being of children is good

The childminder has high expectations of how children behave in her setting. For example, she encourages them to help her to tidy toys away after they have finished playing with them. This helps children learn how to take care of their belongings and those of others. Consequently, children's behaviour is good. The childminder promotes children's good health. She encourages parents to provide nutritious meals and snacks, and children can choose whether they play inside or outside. Children particularly enjoy playing in the digging pit in the garden and get excited when they find some worms. The childminder ensures that children wash their hands before eating and after playing in the garden. However, she does not always extend these opportunities to develop children's understanding of why they need to practise good hygiene or to eat healthily.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good knowledge of the Early Years Foundation Stage and implements it well. She regularly monitors the effectiveness of her teaching and practice, and considers how she can make improvements, if necessary. For example, the childminder would like to extend her understanding of how to plan next steps in children's learning even further. She has arranged with a group of other professionals to get support from the local children's centre. The childminder encourages parents and children to offer their feedback about her setting, and uses this information to set targets for improvement. This demonstrates the childminder's dedication to continuously improve, in order to benefit the children in her care. The childminder understands the importance of working with other settings where children attend. She regularly gains information about what the children are currently learning at school and provides similar experiences, in order to complement their new knowledge. This promotes good continuity of learning.

Setting details

Unique reference number	130253
Local authority	Hertfordshire
Inspection number	874867
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	7 December 2010
Telephone number	

The childminder was registered in 1989 and lives in Croxley Green. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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