

Childminder Report

Inspection date

11 July 2018

Previous inspection date

25 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 takes good measures to keep children safe in her home and on outings. For example, she assesses risk based on each child's individual needs and helps them to learn ways to keep themselves safe.
- Children develop secure attachments to the childminder. She is aware of when children may need extra support, such as when there are visitors in her home. She offers children reassurance and allows them to stay close to her until they are secure enough to continue their play.
- The childminder helps children make good progress. For example, she skilfully teaches them mathematics. As children play with toy farm animals, she helps them to learn how to count and sort the animals into sets.
- The childminder sets up her outdoor learning environment well. Children enjoy exploring what happens when they mix together sand and water. They also have opportunities to develop their early writing skills by making marks on outdoor chalkboards.

It is not yet outstanding because:

- The childminder's professional development plans do not rigorously focus on raising the quality of teaching to the highest level, to help extend children's learning even further.

What the setting needs to do to improve further

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

- focus professional development opportunities more precisely on gaining further knowledge and skills to help to continually raise the quality of teaching even higher.

Inspection activities

- The inspector looked at the areas of the premises used for childminding.
- The inspector observed the interactions between the childminder and children during play and routine activities.
- The inspector observed the childminder teaching the children during a planned activity and discussed the learning that was taking place with her.
- The inspector looked at children's development and assessment records, and sampled a range of other documents, including the safeguarding policy.
- The inspector took into account the written views of parents and discussed the childminder's reflections on her practice with her.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise signs that children may be at risk of harm. She has detailed information and contact numbers readily available to her should she need to take further advice. The childminder reflects on some aspects of her practice and looks for ways to make effective improvements. For example, she has changed the way she stores her resources and equipment. This enables children to have more choice and has a positive impact on their learning opportunities. The childminder tracks children's progress and identifies any emerging gaps in their development. She shares this information with parents and with key staff at other settings children attend. This helps to promote continuity in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder observes children's development as they play and this helps her to identify their individual interests and what they need to learn next. For example, when children show an initial interest in puzzles, she firstly interacts with them to help them to work out where pieces fit. The childminder leaves the puzzles out and gives children time to explore them independently and this helps to reinforce their learning. When children engage in craft activities, the childminder gives them time to explore the materials. For example, children look intently at glue as it drips from a spreader. They find out what it feels like as they touch it and the childminder patiently waits until they are ready to move on to the next part of the activity.

Personal development, behaviour and welfare are good

The childminder is aware of when children are ready to develop wider social skills. She takes them to toddler groups, so they can mix with more children and learn how to play cooperatively with others. The childminder effectively supports children's good health, such as by providing healthy meals and encouraging children to have regular drinks of water. She provides children with regular opportunities for outdoor play. They practise their physical skills as they play in the garden and use large equipment at the local parks. The childminder builds strong partnerships with parents. They state their children are happy and they benefit from her consistent care over many years.

Outcomes for children are good

Children show a keen interest in books and enjoy listening to stories. They show a good understanding of how to gain information, such as by looking at pictures. Children use fine hand movements well, such as to fix pieces of toy fence together as they play with a farm set. They are content in their play and learning, and know when they need to ask the childminder for help. Children are making good progress and are developing effective skills that they need to aid their future learning and eventual move to school.

Setting details

Unique reference number	149140
Local authority	Hertfordshire
Inspection number	1103038
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	25 November 2014
Telephone number	

The childminder registered in 2000 and lives in Stevenage. The childminder operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

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