

Childminder Report

Inspection date

27 January 2016

Previous inspection date

17 May 2010

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 understands how young children develop and provides a good range of play experiences. The childminder makes frequent observations of children, which build towards a record of assessment and help her to plan for their next steps in learning.
- Children are physically active outdoors. One activity they do is planting a range of vegetables and fruit bushes in the vegetable garden and at the childminder's allotment. The childminder supports children to learn about the link between healthy eating and their well-being.
- The childminder talks to children about their families, the languages they speak and celebrations that they enjoy. They attend a social group each week where they can hear and speak their home language, as well as many other languages. This is one way she helps to enhance their understanding of diversity beyond their immediate family.
- Children thrive in this setting. They choose activities freely and begin to learn that their decisions are respected. The childminder helps children to put their toys away when they have finished with them. This assists towards their developing sense of responsibility.

It is not yet outstanding because:

- The childminder does not work as effectively as possible with all other settings that children attend, to ensure continuity in children's learning and to enhance progress further.
- The childminder does not undertake sufficiently robust monitoring of the assistant's work to ensure that professional development is focused on improving teaching.
- The childminder does not always make the best use of information from parents about their children's achievements at home, in order to enrich the planning of activities so that children make rapid progress.

What the setting needs to do to improve further

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

- extend the partnerships with other childcare settings that children attend to more effectively support continuity in their learning
- rigorously monitor and evaluate the assistant's practice and use the information to focus professional development and improve the quality of teaching further
- make better use of ongoing information from parents about their children's learning and development at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector talked with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, observation and assessment documentation and the safeguarding procedures.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector spoke to a small selection of parents and took their views into account.
- The inspector reviewed the childminder's self-evaluation.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant know the signs and symptoms that might indicate a cause for concern about children's welfare and how to report such concerns. The childminder consistently promotes children's welfare. She completes clear risk assessments and uses children's daily diaries to keep parents informed about their well-being. Self-evaluation is effective. The childminder demonstrates that she is motivated to sustain her knowledge. She undertakes research to help her to keep abreast of changes to legislation. The childminder's assistant helps to contribute towards the good standard of care. He willingly undertakes training, such as first aid and safeguarding, and works diligently alongside the childminder to help her observations of children.

Quality of teaching, learning and assessment is good

The enthusiastic childminder offers well-planned activities to support children's learning. She identifies the next steps for every child's learning each week and plans activities to support these. Children have time to play cooperatively and develop their imagination. They enjoy role play, where they represent what they see around them. Children settle comfortably with the childminder, or her assistant, to listen to stories. This is one activity that helps to enrich their interest in literacy. The childminder helps children to develop good communication skills. She describes what she sees them doing as they play. The youngest children start to repeat the words they hear and listen carefully before beginning to follow simple instructions, such as sharing picture cards with their friends. Children enjoy physical activity indoors, as well as outside. Amongst other things they play musical instruments, follow simple activity rhymes and relish playing with the ball-pool.

Personal development, behaviour and welfare are good

The childminder promotes children's well-being very effectively. She offers several sessions to children and families to help them to settle in. Parents comment on the success of these arrangements for their children. They report that they value the care children receive from the childminder and her assistant, which contributes towards the close bonds and feeling of security that children develop in the setting. Children respond well to the childminder's calm approach. She acts as a good role model to aid children in developing positive attitudes towards others. Children learn that good hygiene is important to their health; they wash their hands, with support, from an early age. The childminder talks to them about the importance of simple hygiene practices to help them to understand such routines and contribute towards their growing independence.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress given their starting points. The childminder reviews children's progress to help them acquire and practise the skills needed for the next step in their learning, including school.

Setting details

Unique reference number	149278
Local authority	Hertfordshire
Inspection number	874954
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	17 May 2010
Telephone number	

The childminder was registered in 1992 and lives in Stevenage. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She holds an appropriate qualification at level 3.

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