

Childminder Report

Inspection date

15 August 2016

Previous inspection date

30 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has made significant progress in improving the provision she offers since the previous inspection. For example, she keeps an accurate daily record of the children she cares for, including their hours of attendance. Effective hygiene measures are now in place to reduce the risk of cross-infection after children wash their hands.
- The childminder takes children to a range of organised groups and outings in the community, such as a local farm where they pick their own fruit and observe animals. Children learn about different occupations, such as the roles of a dog trainer, firefighter and police officer. They also visit a care home for elderly people and play with other children as they become aware of their community.
- Children are active and inquisitive learners. They take turns and thoroughly enjoy learning how to play the game of noughts and crosses. Children also use different coloured chalks to draw shapes and pictures. They experiment with creating new colours as they use their hands and a brush to blend the colours together.
- The well-qualified childminder forms warm bonds with children. They demonstrate that they are happy and feel secure in her care. For example, they welcome the childminder's sensitive interaction in their play, enjoy her cuddles and dedicate their artwork to her.

It is not yet outstanding because:

- Occasionally, children are not given enough time to think about and respond to the childminder's enthusiastic questioning.
- The initial information about children's learning that the childminder obtains from parents is not always sharply focused to fully support her early identification of children's precise learning needs.

What the setting needs to do to improve further

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

- provide more opportunities for children to enhance their thinking and speaking skills as they formulate answers and respond to questions posed during their play
- extend the level of initial information obtained from parents to include further detail of children's development, in order to plan more precisely for their continued progress from an early stage.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times.
- The inspector observed a planned activity and jointly discussed this with the childminder.
- The inspector looked at children's assessment records, a selection of policies, safety procedures and required documentation.
- The inspector looked at evidence of the suitability of the childminder and adults who live at the premises over 16 years of age.
- The inspector took account of the written views of parents.
- The inspector reviewed how the childminder evaluates her setting to continually improve outcomes for children.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows how to meet children's needs swiftly in the event of a child protection concern. She conducts thorough daily risk assessments of her home and any outings that she takes children on. The childminder is reflective and continuously evaluates her practice with a view to developing the service she provides even further. She carefully reviews the learning programmes to ensure that any gaps in children's learning are swiftly addressed. The childminder is committed to continuing to improve her knowledge and skills. She attends training, reads professional publications and discusses good practice with a close network of other childminders. This has increased her understanding of the extensive range of services that she is able to work in partnership with to help protect children's welfare further. Parents are very complimentary about the service the childminder provides.

Quality of teaching, learning and assessment is good

The childminder's consistent praise motivates children to complete challenging activities. She introduces them to mathematical ideas in a fun and engaging way. For example, children use a tape measure to measure each other. The childminder helps them to understand how some children can be shorter, but still be older than others. Children use their vivid imaginations to create environments for toy dinosaurs. They collect natural materials, such as leaves and pebbles from the childminder's garden and carefully arrange them to create a volcano, bridges and hills. Children thoroughly enjoy the freedom to become completely engrossed in their creativity. They carefully select from a wide range of art materials. Children squeeze coloured glitter pens to create patterns and lines. They demonstrate perseverance as they work out, through trial and error, how to correctly replace the tops on the pens that they use.

Personal development, behaviour and welfare are good

The childminder calmly and consistently reinforces good manners and positive behaviour. Children behave well and demonstrate respect for their environment. They are eager to help the childminder to clean the table in preparation for lunch. Children understand the importance of a good personal hygiene routine. They know to wash their hands after using the toilet and to put their hand over their mouth when they cough. Daily access to the childminder's garden, and visits to activity centres and local parks help children to develop good physical skills. They build their strength and stamina as they run freely and learn to assess their own risks as they balance on beams and swing on a zip wire.

Outcomes for children are good

Children are making good progress in their learning given their starting points. They develop good hand control and coordination as they thread a range of fruits onto skewers. Children count how many pieces of each fruit they have selected and discuss how some fruits feel different to others. They demonstrate a positive attitude towards learning and are confident and independent individuals. This helps them to acquire the key skills they need for future learning and they are well prepared for school.

Setting details

Unique reference number	149452
Local authority	Hertfordshire
Inspection number	1044010
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 12
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	30 June 2014
Telephone number	

The childminder was registered in 1995 and lives in Baldock, Hertfordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

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