

Childminder report

Inspection date	6 February 2019
Previous inspection date	25 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 uses a range of ways to reflect on and improve her practice. For example, she recently looked at the way other childcare professionals observe children and now listens more carefully to what children have to say. This helps her to enhance the experiences that she provides to increase children's level of engagement.
- The childminder promotes children's language development effectively. For example, she uses clear pronunciation as she talks to children. Young children learn new words and use these to communicate. Older children talk about the activities they take part in at school.
- Children use their imaginations as they engage in pretend play. They talk on the phone to people who are important to them and use small-world figures to act out a story.
- Children develop affectionate bonds with the childminder and her family. They show that they feel settled and secure. For example, children seek comfort as they need, and are familiar with the daily routines. Children are keen for the childminder to join in with their play.
- Children learn how relationships work. For instance, they know how to entertain babies so that they babble and blow bubbles in response. Children recognise babies may be soothed with a gentle rub of the arm and kiss on the head.
- Parents are very happy with the care provided. They describe the childminder as an extension of their family and say they could not imagine leaving their children with anyone else.
- Although the childminder completes regular assessments of children's development, she does not use this information highly effectively to focus precisely on how to help 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:

- enhance the use of information gathered from assessments in order to plan precise ways to help children make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and reviewed the learning intentions of the activities made available.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through discussions on the day.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The childminder shows a real passion for her role. She draws on her many years of experience working with children to help maintain her good-quality teaching. She builds effective relationships with other providers and sources key information, such as current school topics, to help promote consistency for each child. The childminder uses a range of ways to keep her knowledge of practice and guidance up to date. For example, she regularly uses online resources to research information and reads relevant publications. The arrangements for safeguarding are effective. The childminder is alert to the signs and symptoms that may indicate a child who is at risk of harm. She knows the correct procedures to follow if she has any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder values each child for their uniqueness. She notes children's current interests and their individual learning styles. The childminder uses this information to provide children with a range of stimulating activities to support their good progress. For example, children who show a love of music have time to create and experiment with sound. They bang a spoon and cup together, and explore the musical keys on the childminder's piano. Children with an interest in birds have opportunities to spend time outdoors. They look through binoculars and watch as the birds collect seed from the bird feeder. The childminder works closely with parents to support children's development. For example, she makes time for daily discussion where they share pertinent information. This helps her to tailor the care that she provides and enables parents to extend children's learning at home.

Personal development, behaviour and welfare are good

Children benefit from a safe and well-organised environment. They make independent choices as they select resources to use in their play. The childminder teaches children simple boundaries and expected ways to behave. For example, young children learn to sit as they eat and not to place toys in their mouth. Children gain an understanding of diversity and how they may be different from other children. One way the childminder achieves this is to provide children with honest, age-appropriate responses to their inquisitive questions. This helps children to recognise some children may need extra support, that some families vary in their structure and that people may have alternative cultural beliefs. The childminder provides children with opportunities to play outdoors in all weathers and encourages them to taste a variety of nutritious food. These are some of the ways the childminder helps to promote children's good health.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They demonstrate good concentration when activities capture their attention and are confident to make their preferences known. Children develop an early interest in literacy. For example, young children love to draw, and listen intently as the childminder reads their favourite story books. Children are well prepared for the next stage in their learning. Local providers describe the children cared for as forward, assertive and helpful when they begin nursery.

Setting details

Unique reference number	149653
Local authority	Hertfordshire
Inspection number	10070375
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 June 2015

The childminder registered in 1992 and lives in Hitchin. She operates all year round from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

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