

Childminder Report

Inspection date

25 June 2015

Previous inspection date

10 January 2011

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

- Children's progress and achievements are good, given their starting points and capabilities. Teaching is strong, because the childminder makes effective use of observations and assessments. As a result, children enjoy a range of interesting and enjoyable activities that support them in acquiring the skills they need for school.
- The childminder warmly promotes children's personal, social and emotional development through regular praise and encouragement. Children make strong bonds and attachments with the childminder and other minded children, and demonstrate that they are happy and settled.
- The childminder ensures that children are safeguarded, because she has a secure understanding of her role and responsibility for child protection. She completes regular visual risk assessments of her home and is fully aware of potential hazards while on outings. Consequently, the safeguarding and welfare requirements are met.
- Partnerships with parents and carers are good. The childminder encourages regular information sharing and communication is well promoted to ensure that children are fully supported. Consequently, children's learning and development is consistently encouraged.
- Children's physical development is good. The childminder provides opportunities for them to access fresh air and exercise on a daily basis, with planned activities in the outside environment.

It is not yet outstanding because:

- Children's understanding of simple mathematical concepts is not consistently maximised.
- On some occasions, children do not learn about the consequences of their actions.

What the setting needs to do to improve further

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

- extend children's understanding of simple mathematical concepts, for example, by modelling language for numbers, shapes and measurement more consistently during their play
- reinforce children's growing awareness of the consequences of their actions, for example, by clearly explaining the reasons why some choices they make about their behaviour are not always acceptable.

Inspection activities

- The inspector observed general play in the childminder's home and garden, and she observed the snack time routine. She spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector spoke with the childminder about how she reviewed and evaluated her setting to support continuous improvements.
- The inspector looked at evidence of the suitability of the childminder's family members. She also viewed a range of other documentation, including the childminder's written policies and procedures.
- The inspector spoke with the childminder about observations of the children's play, learning and progress. She also viewed a sample of children's learning journals.

Inspector

Jo Rowley

Inspection findings

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She encourages children's imagination and supports them well, as they create their own games and ideas. She incorporates children's likes and interests into challenging activities, such as painting large boxes outside before children decide if they are boats or beds. The childminder consistently asks open-ended questions, which encourages children to think further, and she gives them ample time to think and respond. This means that she promotes children's learning and development, and their communication and language skills are developing well. The childminder takes account of children's ages and stages of development, and plans for their next steps in learning. During conversations, the childminder asks children if their box and paint brush is bigger than hers. However, she does not always extend their learning to include simple number and measurement concepts, and differences to fully promote their mathematical development. Children explore the areas of learning through a wide range of resources and activities. They engage in activities that are fun, educational and enjoyable.

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

The childminder builds strong bonds and attachments with minded children who are happy, settled and clearly enjoy their time with her. Children enjoy regular hugs and laugh excitedly, as they enjoy a spontaneous game of peek-a-boo while playing outside. The childminder promotes children's personal, social and emotional development with lots of praise and encouragement. She supports children to become independent learners, as she encourages them to try things for themselves before helping. However, on occasions, children are not reminded of the consequences to their actions with regard to safety. For example, children are told not to throw toys but the childminder does not always explain why. The childminder promotes children's physical development and supports their understanding of healthy lifestyles. She provides a range of nutritious meals and snacks, and children learn to understand good hygiene routines.

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

The childminder has completed all required Disclosure and Barring Service checks for family members. She ensures that children are safe in her care, and has an understanding of the signs and symptoms of abuse. The childminder is aware of the procedure to follow, and the professionals to contact, in the event of a child protection concern. Furthermore, the childminder keeps a daily record of children's attendance. As a result, the childminder protects children in her care. The childminder monitors the progress children are making on a regular basis. She reflects on activities and since her last inspection she has made positive changes to the way in which she evaluates. Consequently, she is able to promote a continually improving setting. She updates her knowledge and understanding on a regular basis through research. She communicates effectively with parents to ensure that they can extend their children's learning at home.

Setting details

Unique reference number	149653
Local authority	Hertfordshire
Inspection number	874972
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	10 January 2011
Telephone number	

The childminder was registered in 1991 and lives in Letchworth. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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