

Childminder Report

Inspection date

18 October 2016

Previous inspection date

1 April 2015

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

- Since the last inspection, the childminder has ensured that all household members that are aged 16 and over go through a vetting process. This is completed in a timely manner. The childminder effectively meets the safeguarding and welfare requirements and children are safe in her care.
- The childminder has secure procedures to supervise and monitor the practice of her occasional assistant, who benefits from the childminder's attentive coaching and training. This has a positive impact on children's learning outcomes.
- The childminder reflects on her practice and involves parents in sharing their views about her service. She demonstrates a good capacity for continuous improvement and children benefit from her ever-evolving teaching and care practice.
- Teaching is good. The childminder effectively promotes children's interests and learning needs. For example, children enjoy making modelling dough and learn to make dough balls of different sizes. They use extensive vocabulary to compare the balls they make. Activities promote all areas of learning and children develop new skills at a fast pace.
- The childminder is caring and attentive towards children, who develop strong bonds with her. She skilfully tailors practice to meet children's needs and they are very comfortable in her care.

It is not yet outstanding because:

- The childminder does not obtain detailed enough information from parents about children's skills when they start attending her provision. As a result, children's starting points in learning are not identified as quickly as possible to enable her to plan individualised learning experiences from the very start of their placement.

What the setting needs to do to improve further

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

- obtain more information from parents about children's learning and skills on entry to ensure that children's individual learning needs are supported even more rapidly.

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 completed joint evaluations of activities with the childminder.
- The inspector held discussions with the childminder and children. She looked at relevant documentation, such as the childminder's self-evaluation, training and qualification.
- The inspector looked at evidence of the suitability of the childminder and for members of the household.
- The inspector took account of the views of parents through written feedback.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a secure understanding of her role in protecting children and preventing them from coming to harm. She participates in regular safeguarding training and knows the steps to take should concerns arise. Parents speak highly about the childminder's practice. The childminder risk assesses play areas, garden and outings to ensure children's safety. She records children's care and learning to monitor their well-being and welfare. The highly qualified childminder maintains a targeted training programme. New ideas are implemented and children have good quality of care and learning.

Quality of teaching, learning and assessment is good

Once in her regular care, the childminder makes accurate assessments of children's skills and identifies their next steps in learning. Children eagerly engage in activities. For example, they independently play with scooters outside and learn to use their feet to ride the scooter. The childminder provides children with good opportunities to develop their drawing skills. She engages them in drawing the puppets they use for the reading activity. The childminder is especially good at promoting children's creativity and imagination. Children enjoy craft activities and access a variety of dressing-up clothes and accessories to extend their play. The childminder is a dedicated teacher. Children pick fresh fruit and learn to make jam. They then have jam with their toast for tea. The ongoing partnerships with parents and other settings that children attend are effective overall. Children have good continuous support for their learning.

Personal development, behaviour and welfare are good

The childminder effectively engages parents in helping her to support children's emotional well-being. She praises children's achievements and their good behaviour with enthusiasm and teaches them what is right and wrong. As a result, children behave well. Children learn to lead healthy lifestyles. They enjoy nutritious meals, are active and enjoy daily fresh air. Children learn about the world as they learn about the weather, nature and celebrate popular festivals. Children learn to be alert and to manage their personal safety. There is a strong focus on teaching children to become independent and they are supported in developing social skills.

Outcomes for children are good

Gaps in children's learning are identified and narrowed by the childminder's comprehensive planning of activities. For example, children's growing interest in books is effectively promoted in story sessions, when they are helped to learn early reading skills. They enjoy retelling stories with puppets. Children learn through play and there is a good balance of adult-led and child-led activities. For example, children find a large calculator and play with it, while learning about number sequencing. They have fun and engage well in interesting activities. They recreate real-life routines as they play with dolls. Children develop the skills they need in preparation for nursery and school.

Setting details

Unique reference number	953309
Local authority	Hertfordshire
Inspection number	1050922
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	6
Name of registered person	
Date of previous inspection	1 April 2015
Telephone number	

The childminder was registered in 1999 and lives in Abbots Langley. She operates Monday to Friday, before school from 7.30am to 8.30am and in the afternoon from 12.30pm to 7pm, term time only. The childminder holds an early years qualification at level 6. She occasionally works with an assistant.

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