

Childminder report

Inspection date	26 June 2019
Previous inspection date	3 February 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 is committed to her role and regularly evaluates her practice. She recognises her areas of strength and where she can improve further. The childminder welcomes children's ideas to help make decisions, such as what colour to paint the new playroom. This enables children to feel a sense of belonging in her home.
- Children are skilful communicators. They engage in regular conversation with the childminder and enjoy talking about their home experiences and the subjects that interest them. For example, children become animated as they share information about what the colour of a tractor indicates and that when a dinosaur is an omnivore they will eat meat and blood.
- The childminder makes good use of technology to research topics with children and help to deepen their knowledge of the natural world. For example, together, they discover the names of animals that hibernate through the winter and how many of these can be found in the United Kingdom.
- Children show that they feel settled and secure in the childminder's care. They are familiar with the daily routines and demonstrate good levels of independence as they take on the responsibility of small tasks. For example, as they come in from nursery, they help to set up the small table and chairs ready for lunch.
- Parents are very happy with the care the childminder provides, many of whom have placed their children with her for several years. They say she is reliable, flexible and has been fundamental in their children's development. Older children comment that she has always been a kind and caring childminder.
- The childminder's programme of professional development is not sharply focused on driving the quality of teaching to the highest standard.
- Occasionally, the childminder does not gather as much detail as possible from parents about children's learning at home when they start at the provision, in order to focus her early planning precisely on children's next steps.

What the setting needs to do to improve further

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

- establish a more focused programme of professional development that helps to raise the quality of teaching to an even higher level
- seek more detailed initial information from new parents about their children's learning to further support accurate assessments of children's starting points.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and played a short game with them during the inspection.
- The inspector took account of the views of parents and children through written feedback provided.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of the signs and symptoms that may indicate a child who is at risk of harm. She knows the correct action to take in line with the procedures of her local authority. The childminder completes ongoing risk assessment to help ensure children remain safe in her care. For example, she vigilantly observes the location of parked cars on the walk to school each day, in order to plan the safest route. The childminder has established effective links with staff from the other settings children attend. Some of the ways she achieves this, is by attending regular school events and accepting parents' invitations to join home visits that the school arrange. This helps her to take a consistent approach to extend children's learning.

Quality of teaching, learning and assessment is good

The childminder knows the children well and has high expectations for what they can achieve. She uses effective methods of observation and assessment to identify and plan for their next steps in learning. Children have access to a broad range of interesting and demanding experiences each day. This encourages them to draw on their thinking skills and build on their level of concentration to achieve a set task. Children learn how to follow the rules of a game and ably await their turn. They enjoy the childminder's praise for their achievements and are eager for her to join in with their play. As the childminder and children complete activities, these warm interactions often result in imaginative ideas, humour and regular outbursts of laughter.

Personal development, behaviour and welfare are good

Children flourish in the childminder's attentive care. They behave well and know what is expected of them. Children develop good social skills and learn how relationships work. For example, the childminder regularly takes children to a friendship tea at her local church where they socialise with other children and adults. In addition, children learn to respect each other's differences and develop an awareness of cultural traditions. For instance, during a recent activity, children shared the different terms that they may use to address their grandparents. The childminder provides children with nutritious home-cooked meals and snacks each day. She takes children on outings to nearby parks and on longer day trips during the holiday periods to access fresh air and exercise. These are just some of the ways the childminder helps to promote children's good health.

Outcomes for children are good

Children make good progress towards achieving their early learning goals. They are motivated to learn and know how to gain information through the inquisitive questions that they ask. They listen and respond to ideas expressed by others and show a keen interest to develop their literacy and mathematical skills. For example, they ask to learn what written words say and work out if the number of items they count in a group are odd or even. Children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY101327
Local authority	Hertfordshire
Inspection number	10106259
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 - 12
Total number of places	6
Number of children on roll	13
Date of previous inspection	3 February 2015

The childminder registered in 2002 and lives in Welwyn Garden City. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for three- and four-year-old children.

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