

Childminder report

Inspection date	18 March 2019
Previous inspection date	26 November 2014

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's relationships with the parents are very strong. She keeps them well informed about their children's progress. Parents are very happy with the service that the childminder provides and feel that their children are safe and well cared for.
- Children demonstrate high levels of confidence with the childminder. They are settled and focus well at the activities they choose. They confidently speak to visitors about what they are doing and interact positively with the childminder and other children. For instance, they take turns to kick the ball backwards and forwards with other children and adults outside.
- The childminder knows the children she cares for well. She gathers information from parents when children first start. This helps her to accurately identify children's initial starting points. She observes and monitors children's progress carefully. For instance, she uses the information she gathers from her regular observations to identify any gaps in the children's learning and set them appropriate next steps.
- Children are very well prepared for the next stage in their learning. They make good progress from their initial starting points. They become confident and independent learners and gain the necessary skills to move on to school.
- Children follow the childminder's instructions well. However, the childminder does not consistently remind children of the rules that are in place and explain to them why it is important that they follow the rules.
- The childminder does not always encourage the most able children to share their ideas and extend their learning further effectively.

What the setting needs to do to improve further

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

- support children to understand the rules that are in place and why it is important that they follow them
- support the most able children to extend and share their ideas even further so that they can make even more rapid progress in their learning.

Inspection activities

- The inspector had a tour of all areas of the premises used for childminding.
- The inspector read letters from parents and took their views into consideration.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of the childminder's teaching. She considered the impact of this on children's learning.
- The inspector looked at a range of relevant documentation, including the childminder's first-aid qualification and policies.

Inspector

Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of how to report any concerns she may have regarding children's welfare. She assesses potential risks carefully to keep the children safe. The childminder has developed meaningful professional relationships with staff at other settings children attend. This helps her to support children's continued learning and well-being. She reflects on how she can further improve the quality of her provision. For example, she considers ways that she can enhance the outdoor learning environment. The childminder takes pride in developing her professional knowledge even further. She attends training courses to keep her knowledge and skills up to date and to help her reflect on what she offers for children.

Quality of teaching, learning and assessment is good

The childminder has a strong awareness of children's abilities. She assesses their progress well. She provides motivating activities that are based on the children's interests. She skilfully differentiates activities so that they are suitable for children's individual developmental stages. The childminder supports younger children to build on their existing vocabulary well. Children make connections between the toys they play with and their real-life experiences. For example, they talk about the fruit they ate at snack time when they later play with pretend fruit. The childminder encourages children to learn about different cultures. For instance, she shares words in different languages with the children while they explore the natural environment outside.

Personal development, behaviour and welfare are good

The childminder provides children with an enjoyable and stimulating environment. Children eat a healthy range of food. For instance, they have strawberries and blueberries for snack. The childminder talks to them about why it is important for them to eat a variety of healthy food. Children proudly talk to visitors about the skills they have gained with the childminder. Children settle very quickly when they start with the childminder. She provides them with reassurance. They confidently explore their surroundings, knowing that she is nearby if they need help. Children interact very positively with each other. For instance, older children kindly share their toys with the youngest children.

Outcomes for children are good

Children choose from a range of toys on offer. They keenly complete activities which help them to develop their hand-to-eye coordination. They fill and empty containers with sand. This helps them to develop their mathematical understanding further. Older children demonstrate their strong counting skills. They accurately identify numbers on toys and say the numbers in order as they count. Children use their imagination well as they play. They pretend that their play dough models represent their favourite foods. Younger children practise using tools for a purpose. They use rolling pins and cutters to shape their play dough. This supports them to develop strong muscles in their hands in preparation for their early writing. Babies explore with curiosity and watch the older children with interest.

Setting details

Unique reference number	EY221379
Local authority	Hertfordshire
Inspection number	10069409
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	26 November 2014

The childminder registered in 2001. The childminder's provision is open all year round, Monday to Friday from 7.30am to 6pm, except for family holidays and bank holidays. The childminder holds a relevant early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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