

Childminder report

Inspection date	17 December 2018
Previous inspection date	21 May 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

- Partnerships with parents are good. The childminder engages in two-way communication with parents and other professionals. This helps to ensure that all care routines and learning opportunities complement those at home and at other settings the children attend.
- The childminder completes ongoing assessments of children's learning. She uses this information to underpin her planning and teaching. Children regularly meet their next step learning objectives and make good progress.
- Children receive regular praise and encouragement. This contributes to building their self-esteem and confidence. The childminder celebrates children's achievements, displaying their creations to show them they are valued. Children behave very well, they play cooperatively and learn to share toys.
- Children develop warm and positive relationships with the friendly and attentive childminder. They are happy, secure and content in her care.
- The childminder continues her professional development to extend her skills and knowledge. She regularly reflects on her practice in order to drive improvements.
- The childminder's use of questioning with children is not always effective in encouraging them to think more deeply, in order to give a more detailed response.

What the setting needs to do to improve further

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

- extend opportunities for children to think more deeply as they formulate and deliver their answers to questions posed.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the childminder how she reflects on her practice.
- The inspector took account of the views of parents through feedback they provided.

Inspector

Lynn Clements

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of child protection procedures. She has completed relevant training and knows who to contact if she has any concerns about a child's welfare. The childminder supervises children closely to promote their safety. She makes regular risk assessments of her home and garden and uses this information to help her identify and remove potential hazards. Parents are delighted with the service the childminder provides. They comment positively about the setting and on how well the childminder provides a homely and caring environment for their children. The childminder uses the local area to broaden the range of learning experiences offered. This also enables children to be more involved in the wider community and to develop an awareness of the world around them.

Quality of teaching, learning and assessment is good

The childminder provides a good range of resources and organises play areas within her home, well. This helps children to make independent choices about what they would like to play with. The childminder's observations and assessments enable her to identify any gaps in children's learning and know what they need to learn next. Children have opportunities to be physically active. They regularly go to playgroups and parks, which helps to effectively support their physical well-being. Children use their imagination as they play. For example, they become fire breathing dragons or make cups of tea for a laughing penguin.

Personal development, behaviour and welfare are good

While out and about, children learn about keeping themselves safe. They talk about and practise crossing roads safely with the childminder. Children are encouraged to listen and look carefully both ways before stepping into the road. The childminder is pro-active in helping children to learn about the natural environment around them. They enjoy regular walks and are eager to explore different plants. The childminder puts safety first as she teaches children that some berries and mushrooms are dangerous. Children learn that they must only eat these foods, if they pick them with her or their parents. The childminder provides children with nutritious snacks and drinks and makes full use of opportunities to develop their understanding of healthy lifestyles.

Outcomes for children are good

Children are making expected progress in all areas of learning and are working comfortably within the range of development typical for their age. Children begin recognising their name cards, helping them to understand that letters and print carry meaning. Children enjoying reading the readily accessible books on their own or with the childminder. They have a trusting relationship with the childminder and are keen to join in with a variety of activities. Older children are prepared well for their eventual move on to school.

Setting details

Unique reference number	EY231550
Local authority	Hertfordshire
Inspection number	10059374
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 May 2015

The childminder registered in 2003 and lives in Stevenage, Hertfordshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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