

Childminder Report

Inspection date

21 May 2015

Previous inspection date

22 March 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

- The childminder plans imaginative activities to enable children to investigate their surroundings. They produce graphs on which they record and compare items that they have measured, including, for example, plants that are growing, themselves and furniture. Consequently, children practise their developing skills in writing and mathematics, and learn to understand the world.
- The childminder successfully promotes children's well-being. The flexible settling-in routines, including inviting children and parents to spend time in the home, ensure that children have sufficient time and support to form close bonds with the childminder.
- Children learn to behave well and are kind to others because the childminder is a good role model for them and has reasonable expectations. She also makes sure that parents are fully involved and agree with her positive methods to ensure consistency for children.
- Children enjoy the freedom to play outside when they want to. They have many opportunities to be active, including trips to the park and lakes. This helps them to develop good physical skills and promotes their positive well-being.
- The childminder develops strong partnerships with other settings that children attend. Where required, she works closely with both other settings and other professionals to support children's development and follow supporting programmes for additional needs. This means that through partnership working, children make good progress.

It is not yet outstanding because:

- The childminder does not consistently involve children in planning and preparing materials for some activities which limits their motivation and does not take their ideas into account.
- Children do not have broad practical opportunities to become aware of minimising risks, by themselves, to maximise their awareness of safety.

What the setting needs to do to improve further

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

- enhance planning by including children more in setting goals for activities, for example, by including them in planning and preparing activities, and reviewing the success of their ideas
- help children to learn to keep themselves safe, for example, by involving them in assessing risks in the home and when they are outdoors or in the community.

Inspection activities

- The inspector observed activities in the childminder's house and talked with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, observation and assessment documentation and the safeguarding procedures.
- The inspector discussed with the childminder the activities that had been carried out.
- The inspector reviewed the childminder's self-evaluation practice.

Inspector

Lynne Talbot

Inspection findings

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

Children are engaged in their learning because this well-qualified childminder uses detailed observation and assessment. This enables her to plan activities that build on their interests and underpin learning. For example, children regularly cook and use recipe books and learn to count through shopping games. They investigate new topics, such as space, during which they construct a large rocket. The childminder supports children's progress well because she introduces new learning into such activities. This means that children are acquiring the skills necessary to be ready for school. For example, children discuss the ingredients they are using and learn about quantity as they discuss whether to use more or less. They also make estimations of cost as they play shops. They know the letters of each other's name, make competent attempts at writing their names, and recognise numbers. Children generally move freely between activities and make independent choices as they play. On occasions, however, the childminder plans and supplies resources for activities herself. She does not always include children in setting goals that build on their ideas or give them time to prepare materials. This limits their participation and the opportunity to extend their involvement in their own learning.

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

Children develop a good awareness of personal hygiene because the childminder encourages them to be independent. They wash their hands before eating and tell each other the colour of their own towels. Children remove their own shoes when coming into the home and are helped to become competent in changing their clothes. Children discuss the daily and lunchtime routines that take place at school with the childminder. They become skilled at sharing and wait for others to speak before asking a question. The childminder is, therefore, making sure that skills, such as these, are part of children's preparation for school. Children are kept safe because they practise crossing roads safely and complete emergency evacuations. However, they have few practical tasks that support them to make independent judgements with regard to personal risk, risks in the home itself or when outdoors. As a result, their own understanding of safety and how to manage risks safely is not optimised.

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

The childminder demonstrates that she understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements robust procedures relating to aspects of safeguarding, including child protection and safety in the home. Consequently, children are protected. Her self-evaluation is effective, helps her to plan for improvement, and incorporates the views of parents and children. The childminder continually updates her knowledge. Training attended, such as a course on language development, has enabled her to support those children with developing language at a young age more effectively. Consequently, the childminder shows a dedicated attitude towards improvement.

Setting details

Unique reference number	EY231550
Local authority	Hertfordshire
Inspection number	869943
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	22 March 2011
Telephone number	

The childminder was registered in 2003 and lives in Stevenage. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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