

Childminder report

Inspection date	9 October 2018
Previous inspection date	14 July 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

The provision is good

- The childminder provides a stimulating learning environment inside and outdoors. She plans a wide range of exciting activities that captures the children's interests and motivates them to learn.
- The childminder has good relationships with the staff at a nursery that children also attend. Information on children's learning is shared between them both. This helps to provide a consistent approach to learning.
- There are effective processes in place to support children to settle into the childminder's home. The childminder visits the family in their own home, providing her with valuable information about the child and family. Children settle quickly.
- The childminder and her assistants use information on children's learning effectively to monitor their development and identify any gaps in learning. Children make good progress.

It is not yet outstanding because:

- There are times when the childminder and her assistants do not use the information from their observations to precisely identify children's next steps in learning to help them to make the best possible progress.
- The systems for monitoring the performance of the assistants are not yet thorough enough to help the childminder to identify how to raise the the quality of teaching to even higher levels.

What the setting needs to do to improve further

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

- make the most of observations of children's development and focus more precisely on identifying their next steps in learning to help them make even better progress
- strengthen the arrangements for the monitoring and supervision of assistants to enhance the quality of teaching to the highest possible level.

Inspection activities

- The inspector observed activities in the setting inside and outdoors.
- The inspector looked at samples of children's records and other documentation, including policies and procedures.
- The inspector spoke to the childminder, assistants and children at appropriate times during the inspection.
- The inspector took account of parents' views through written feedback provided on the day.
- The inspector had a tour of the areas of the premises used for childminding purposes.

Inspector

Karen Peters Amphlett

Inspection findings

Effectiveness of leadership and management is good

There are effective methods in place for self-evaluation. The childminder and her assistants demonstrate a desire to constantly improve. The childminder has recently reviewed resources that promote inclusion. This has helped children to develop an understanding of the differences and similarities between them. The childminder follows safe recruitment procedures when taking on new assistants to ensure their suitability. The childminder and her assistants are committed to their own professional development. For example, the childminder recently completed a diploma in psychotherapy. This has helped her to strengthen partnerships with parents as she visits them at home to help with sleep and feeding routines. The childminder supports her assistants well, overall, with a thorough induction process and ongoing training. Safeguarding is effective. The childminder and her assistants have a thorough knowledge of child protection and the action they need to take should they be concerned about a child.

Quality of teaching, learning and assessment is good

The childminder has good relationships with the parents. There is a good two-way flow of information which helps to provide a consistent approach to the children's learning. Parents also speak highly of the childminder and the progress their children make. Methods of teaching are good. The childminder and her assistants extend children's communication and language skills using strategies, such as asking open questions and naming objects that younger children play with. They show younger children how to use the toys to make noises and build towers and children show great happiness when they do this for themselves. Children learn about the world around them. For example, they look at the similarities and differences in the children in the book as they listen to a story. Children also learn early mathematics skills through stories. For example, they count the tadpoles in the story and work how many are left when one disappears.

Personal development, behaviour and welfare are good

Children develop close bonds with the childminder and her assistants. They are happy, secure and confident in her home. The childminder and her assistants know the children well. They are aware of their individual routines, preferences and items of comfort. Children are well cared for. Interactions with the children are warm and positive and the children enjoy spending time with the childminder and both assistants. Children are frequently praised for their achievements, helping to build their confidence and self-esteem. The childminder and her assistants are good role models. They deal very well with any minor issues and effectively explain desired behaviours within the home. Children behave well. Children learn how to manage their own safety, for example, they are taught how to climb down the step to the garden safely.

Outcomes for children are good

Children make good progress in all areas of their learning. They achieve the milestones typical for their age. Children leave the childminder well prepared for the next stage in their learning. Children become independent as they take off their own shoes, tidy up after play and feed themselves at mealtimes.

Setting details

Unique reference number	EY231687
Local authority	Hertfordshire
Inspection number	10060814
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 2
Total number of places	9
Number of children on roll	14
Date of previous inspection	14 July 2015

The childminder registered in March 2003. She lives in Bushey and works with two assistants. She operates all year round from 8.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

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