

Inspection date	9 February 2015
Previous inspection date	22 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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's good teaching skills help children to learn successfully. She competently supports children's language development by speaking clearly and slowly. She constantly chats to them and repeats what they say. She sensitively encourages children to enjoy singing simple rhymes.
- The childminder works very closely with parents, regularly discussing the children's development. The childminder comprehensively completes assessments of the children's progress. Parents are involved in this process and this enables them to be fully engaged in their child's learning at home.
- The childminder effectively guides children to learn good hygiene practices. There are appropriate steps to help them reach the taps and soap. Signs are displayed to help them learn why stringent hand washing is necessary. Children have individual hand towels placed on child-height pegs which have their photographs displayed. Alternatively, they can choose paper towels if they prefer.
- The childminder creates a calm atmosphere and helps children to be independent and behave well. Children help to tidy up and are gently reminded to say 'please' and 'thank you'.
- The childminder frequently updates her knowledge of safeguarding issues by attending training and reviewing her procedures. She has a valid first-aid certificate and is vigilant to prevent children having accidents so that they remain safe and protected.

It is not yet outstanding because:

- The childminder does not always maximise opportunities for children to be fully involved in reviewing and planning their next steps in learning. This is because they do not have access to the photographs of their achievements and those of their friends.
- The childminder does not extend use of her garden throughout the year, to provide continuous enhanced learning challenges for the children on a larger, more active scale.

What the setting needs to do to improve further

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

- enhance children's learning experiences by extending opportunities for them to be fully involved in reviewing and planning for the next steps in their learning, for example, by encouraging them to see and talk about the photographs of their achievements
- enhance the opportunities for children to play outdoors at all times of the year to further extend their experiences and learning.

Inspection activities

- The inspector observed activities on the ground floor of the premises and accompanied the childminder on the walk to school.
- The inspector undertook a joint observation with the childminder.
- The inspector talked to the childminder and children at various times throughout the inspection and looked at a sample of the children's records of learning.
- The inspector checked evidence of the suitability and qualifications of the childminder and her self-evaluation and improvement plan.

Inspector

Sheila Harrison

Inspection findings

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

The childminder skilfully introduces counting and sorting activities with different coloured bricks into matching labelled pots. She quickly adapts the planned activity to follow and maintain children's interest by introducing their favourite toys. This helps to extend children's concentration and motivates them to learn. She extends children's understanding of mathematical concepts of 'long' and 'short' as they compare the length of a dinosaur with the bricks. This good playful teaching ensures children are ready for the next stage of their learning and eventually school. The childminder undertakes detailed observations of children at play, accurate assessments of their development and plans the next steps in their learning. She takes photographs of children's achievements to share with their parents. However, children do not often see or use the delightful photographs to review and plan their own learning.

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

The childminder makes very good use of the local community facilities to help children understand the world around them and develop a strong sense of belonging. She visits toddler groups to help them learn basic routines and to gain confidence in group situations. This will help them to be emotionally ready for the next stage of learning and eventually school. Children are learning to move with care and control. The childminder builds on children's interests in balancing by taking them to the local woods to walk on the low beams and logs. The childminder provides a rich play environment where children can independently access a good range of resources. Children have a lot of fun trying to move the large dinosaur feet and wearing the large green hands. The childminder makes good use of the garden at most times of the year especially during the summer. She has improved the play surface so children can play outside in all weathers. However, the childminder has not fully considered how she could maximise the use of the garden to further enhance children's experiences and development across all the areas of learning.

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

The childminder effectively monitors children's learning to ensure they make as much progress as they can. This includes the progress check for children between the ages of two and three years. The childminder has a strong relationship with other settings that the children attend. She initiates the regular sharing of each other's learning records to compare observations and assessments and to inform the planning for each child. This helps to promote a consistent approach to children's learning. The childminder is committed to driving continual improvements and continually looks for ways in which to improve children's learning experiences. She has successfully addressed previous recommendations. The childminder makes good use of updating her skills and knowledge by attending short training courses. She now lowers the tone of her voice to gain the attention of boys. This successfully enables boys especially to make the most of their time with the childminder.

Setting details

Unique reference number	EY260837
Local authority	Hertfordshire
Inspection number	960445
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22 March 2011
Telephone number	

The childminder was registered in 2003. She lives in a house in Hemel Hempstead. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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