

Childminder Report

Inspection date

20 August 2015

Previous inspection date

1 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 is enthusiastic and continues to develop her practice. She uses her childcare qualification and knowledge gained from training to improve the provision for children. For example, she now uses children's interest in super heroes to engage them in activities, such as reading, counting and imaginative play.
- The childminder offers children a wide range of activities. She uses her good teaching skills to adapt these to suit each child. As a result, children enjoy their play and make good progress. They develop the skills and positive attitudes that support their learning, which prepares them well for school.
- The childminder carefully reviews children's progress and acts promptly to address any weaker areas. For example, the improved planning of activities means that younger children are now able to concentrate for longer periods of time. This enables them to fully explore the resources and activities.
- The childminder consistently promotes children's welfare. She completes training and carries out her own research in order to maintain a thorough understanding of child protection issues and safeguarding procedures.
- The childminder informs parents of the activities that children particularly enjoy and offers ideas to build on these. As a result, she helps parents to extend their child's learning at home.
- Children develop a good awareness of healthy practices. Younger children competently explain why they wash their hands before sitting down to eat.

It is not yet outstanding because:

- The childminder does not always make the most of all opportunities to support children in fully developing their critical-thinking skills.
- The childminder does not always fully support children's independent learning when they play in the garden.

What the setting needs to do to improve further

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

- enhance the opportunities for children to think critically during daily activities and discussions
- extend the opportunities for children to make independent choices and develop their own play when using the outdoor area.

Inspection activities

- The inspector observed activities in the childminder's house and garden.
- The inspector talked with the childminder and children, and reviewed an activity with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members and viewed the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents from their written feedback to the childminder.

Inspector

Kelly Eyre

Inspection findings

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

Children enjoy their time with the childminder and their development is promoted as she makes good use of information from parents. For example, when children return from holiday with new interests, she offers books and resources that build on these. The childminder interacts well with children and plans interesting activities that support their development. For example, they extend their communication skills as they describe illustrations in a book. However, children are less confident in developing their skills in critical thinking as the childminder offers them fewer opportunities to solve problems as they play. The childminder plans activities well so that they are appealing and engage children's attention. For example, younger children eagerly unwrap a foil parcel to discover the dough inside. They then experiment by adding pasta shapes and are excited when they realise they can make this look like animals. The childminder uses children's interests as a way of extending their learning further. Their enjoyment of sand play is extended as they add toy vehicles, experiment with containers of varying sizes and visit a community sand play facility. Activities such as this contribute to the development of children's knowledge of their environment and their early mathematical skills.

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

The childminder works well with parents and gathers clear information so that she understands children's needs. She observes their home routines as much as possible, helping children to feel comfortable and secure. They quickly build close bonds with her. The childminder is sensitive to children's individual levels of understanding. She works alongside children, encouraging them to respect each other and helping them understand how to manage their behaviour. The childminder praises children and encourages them to keep trying when they find things difficult. This aids them in developing their determination to achieve and helps them to develop the positive emotional attitudes needed when they start school. The childminder organises the indoor environment well so that resources are accessible, enabling children to make independent choices. Children are not always able to make as many choices and extend their play to the maximum in the outdoor area, as resources are not as freely accessible.

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

The childminder has a good understanding of the Early Years Foundation Stage. She regularly checks her policies, ensuring that these support her in meeting all requirements. The childminder has improved her self-evaluation. She now uses this more effectively to develop relevant changes. For example, the introduction of storybook sacks aids her in helping children to develop their language skills. The childminder has successfully addressed the previous inspection recommendations. She now supports children in working together and finding out about the environment. The childminder works well with other childcare settings that children attend. She meets with them to exchange information, ensuring that children's care is consistent and their development is promoted.

Setting details

Unique reference number	EY289807
Local authority	Hertfordshire
Inspection number	856340
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	1 March 2011
Telephone number	

The childminder was registered in 2004 and lives in Hitchin. She operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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