

Childminder Report

Inspection date	10 October 2017
Previous inspection date	16 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Children quickly settle in the childminder's care. The childminder provides settling-in sessions that meet the needs of each child. They quickly grow in confidence and form close bonds with the childminder and the other children in her setting.
- The childminder has built good partnerships with parents. She shares information about how children are progressing. The childminder provides ideas that parents can use to further develop their children's learning at home.
- Children's language and communication skills are effectively promoted by the childminder. For example, she talks to children about what they are doing and regularly introduces new words, such as conkers and acorns. The childminder repeats new words to support children's understanding and learning.
- The childminder provides children with daily opportunities for exercise and fresh air. They enjoy walks in the local woods and visit nearby parks.

It is not yet outstanding because:

- The childminder does not consistently support children to develop their independence skills even further.
- The childminder does not maximise opportunities for professional development to extend her already good teaching skills to a higher level.

What the setting needs to do to improve further

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

- extend the opportunities for children to develop their independence skills even further
- expand continuous professional development opportunities to focus even more sharply on delivering the highest quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms a child may display if being harmed. She knows who to contact in the local authority to report any such concerns. The childminder shares information about the progress and achievements that children make with other settings they attend. This helps support their continuity of care. The childminder frequently monitors the assessments of children's progress. She identifies and provides targeted support to help ensure children continue to make good progress in their development. The childminder regularly evaluates her practice. She uses the views of parents and children when setting targets for improvement.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents about what children can do when they first start in her setting. She uses her observations and parents views when assessing children's learning and progress, to identify their individual next steps in learning. Children delight in exploring a range of natural materials they have gathered during nature walks. They practise their small muscle skills, for example, they use tweezers to pick up acorns and leaves. The childminder effectively supports children's mathematical development. For instance, she encourages them to count the number of pretend spiders they find hiding in the leaves. Children are provided with many opportunities to develop their early writing skills. For example, they enjoy writing their shopping list ready for their pretend visit to the shops.

Personal development, behaviour and welfare are good

Children behave well. The childminder provides clear information that helps children to understand about sharing and taking turns. She talks to children about the food they eat, and helps them learn about food that is good for them. The childminder promotes good hygiene practices, for example, she teaches children to wash their hands before meals and after outdoor play. Children plant vegetables and delight in watering and caring for them as they grow. They take part in activities about different festivals, this helps to develop their understanding about the similarities and differences in each other.

Outcomes for children are good

Children make good progress from their starting points. They are very eager to participate and join in with the wide range of activities available for them. Children learn the skills needed to support them in their next stage of learning and for their move on to school. They develop their imagination. For example, they pretend to cook and prepare food for the toy tigers and talk about the food that the tigers would like. Young children delight in exploring a range of toys that make different noises. They babble and laugh at the noises as they press the buttons.

Setting details

Unique reference number	EY302058
Local authority	Hertfordshire
Inspection number	1087220
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	16 January 2014
Telephone number	

The childminder registered in 2005 and lives in St. Albans. She operates her provision all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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