

Inspection date	31 March 2015
Previous inspection date	29 June 2009

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 promotes children's welfare effectively. She provides a safe, clean environment in which she meets children's individual needs and helps them make good progress in their learning and development. She has a good understanding of safeguarding procedures and takes effective action to ensure the safety of her home. This means that children are safe and secure.
- The childminder has a childcare qualification. She uses her knowledge of how children learn and her interest in child development to plan stimulating and challenging activities. As a result, the quality of teaching is good and the childminder supports all children's learning effectively, according to their individual needs and ages.
- The childminder and children enjoy warm, close relationships. This contributes to the happy and relaxed atmosphere, in which children are confident and feel emotionally secure. Consequently, children demonstrate an overall sense of well-being.
- The childminder prepares children very well for the next stage in their learning, such as school. She does this by developing their independence and skills in literacy and numeracy. In addition, attendance at local toddler groups enables children to learn how to be sociable in larger groups.
- The childminder effectively evaluates the service and educational programmes she provides, including taking account of the views of parents and older children. She gains information about what she needs to do to improve outcomes for children.

It is not yet outstanding because:

- The childminder does not always help children make connections between previous experiences, and their activities and learning.
- The childminder does not always fully explain the purpose of some adult-led activities. Children are not always clear about what she hopes they will achieve nor how to go about it.

What the setting needs to do to improve further

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

- build on the children's ability to make links between their different learning experiences and their activities, consolidating their learning
- help children to have a clearer understanding of what is planned for them when introducing adult-led creative activities, for instance, by providing them with examples of the end product and demonstrating how to do it.

Inspection activities

- The inspector viewed all areas used by children.
- The inspector observed the childminder playing and interacting with the children.
- The inspector spoke to the childminder and children throughout the inspection as appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety. She also checked evidence of the suitability of the childminder and other adults living at the premises.
- The inspector took account of the written views of parents and carers included in the childminder's documentation.

Inspector

Lucy Sumner

Inspection findings

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

Children make choices and are self-motivated about their play, as they choose from a suitable range of good quality resources. Children's independent play is balanced well with a wide range of adult-led activities that engage them well and promote learning. For example, children enjoy playing independently with interactive toys and shape sorters, as well as joining in with creative activities and feeding the family pets. However, the childminder does not always help children make connections in their learning. For example, she does not fully support them to compare the Easter bunnies they have made with the real pet rabbits in the garden. The childminder makes good use of opportunities to repeat children's language and introduce new words. As a result, children make good progress in their communication skills. The childminder introduces mathematical concepts during play and daily routines. Children count and begin to recognise colours and shapes. On occasion, the childminder does not fully explain the purpose of adult-led activities to children. For example, she does not demonstrate how to apply glue and stretch cotton wool balls to cover the Easter bunny template. As a result, children are not always sure about what she wants them to achieve.

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

The childminder's home is friendly and welcoming. The childminder has a calm and patient manner that promotes positive relationships with children. Her well-targeted praise and encouragement builds their self-esteem and confidence. Children behave well and the childminder has realistic expectations of them. They develop their independence through everyday tasks, such as putting on their shoes. They learn to take turns and share, as they cut and distribute pieces of fruit for snack. Children enjoy outdoor play and exercise on a regular basis. This contributes to their physical development and overall well-being. In addition, the childminder supports young children in developing their understanding of how to take managed risks and keep themselves safe. The childminder ensures she follows good hygiene procedures and encourages children to do the same.

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

The childminder's understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage is good. Her documentation and records are well organised and regularly reviewed. The childminder ensures that she has up-to-date knowledge of changes to the statutory requirements. She develops her understanding of good practice through training and online bulletins. Parents contribute to the initial assessment of their children when they start at the provision by providing information regarding their child's care and development. The childminder shares information with parents verbally and via the children's assessment records on an ongoing basis. She works well with parents and other settings to promote continuity and a shared approach to children's learning. If necessary, the childminder seeks advice from external agencies, in order to support and meet all children's needs fully.

Setting details

Unique reference number	EY302422
Local authority	Hertfordshire
Inspection number	861780
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	29 June 2009
Telephone number	

The childminder was registered in 2005 and lives in Watford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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