

Childminder report

Inspection date	20 November 2018
Previous inspection date	25 March 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 develops good partnerships with parents from the start. She finds out information about each child's routines and development. The childminder meets children's specific needs effectively.
- Children have extremely good opportunities to spend time outside in the fresh air. They find out about the world around them as they explore local woodland. They learn how to use binoculars to look closely at birds that visit the childminder's garden. The childminder helps children to extend their knowledge and understanding. For example, they look at books together to discover the name of a new bird they have seen.
- Children are encouraged to make choices about what they would like to explore and investigate. The childminder organises her home so that children can easily reach a wide range of good-quality toys and books. Children ask the childminder to read them some of their favourite books. They show high levels of interest and enjoyment as they look at pictures and listen carefully to the story.
- Parents describe the service that the childminder provides as 'flexible and accommodating'. They talk about what a 'really caring childminder' she is and that she 'always puts the children first'. Parents also report that the childminder takes their children out on trips and that they go on play dates with other childminders.

It is not yet outstanding because:

- Professional development plans are not precisely targeted on raising the quality of teaching to an even higher level.
- The childminder does not always make the most effective use of ongoing assessments to focus more precisely on what children need to learn next to help them achieve at the highest level.

What the setting needs to do to improve further

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

- enhance professional development opportunities that help to raise the quality of teaching to an even higher level
- make more effective use of ongoing assessments to focus more precisely on what children need to learn next to help them achieve at the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 or working in the household.
- The inspector interacted with children during the inspection.
- The inspector took account of parents' views through the feedback provided.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder shows a good awareness and understanding of how to protect children from harm. She knows how to get advice or report any concerns. The childminder takes account of children's views and parents' opinions as part of her reflective practice. These help her to identify how she could improve the service provided. The childminder has developed effective policies and procedures which she regularly reviews and updates. Potential hazards are identified and minimised which ensure that children can play in a safe and secure environment. Parents are provided with regular information about how their children are progressing and how they can support their learning at home.

Quality of teaching, learning and assessment is good

Children make good progress in their learning. The childminder knows about their interests and includes these in planning. She organises activities that spark children's curiosity and motivates them to learn. Children spend long periods of time immersed in learning as they play with a wooden train set. They develop good physical skills as they manipulate the small engines and carriages, connecting them via magnets before pushing them along. Children are encouraged by the childminder to problem solve. When they discover that part of the track has come apart, they quickly slot the pieces back together and continue with their game. The childminder promotes children's communication and language skills. She talks to them about what they are doing and helps them to extend their understanding of words. Young children increase their vocabulary as they begin to mimic what they hear the childminder say.

Personal development, behaviour and welfare are good

Parents report that their children settle quickly in the childminder's care. The childminder is sensitive to children's needs, for example, she knows when they are ready for snack or to move on to another activity. Children develop warm and caring relationships with the childminder. They enjoy spending time with her and clearly show that they feel comfortable in her home. Children behave well. The childminder promotes this through clear guidance and gentle reminders when needed. Parents provide their children with food for the day which the childminder stores appropriately. Children learn how to take measured risks when they visit facilities, such as a soft-play centre and local parks. Children develop balance and coordination as they work out how to safely negotiate large play equipment.

Outcomes for children are good

All children make good progress given their age, ability and starting points. They show very good engagement and concentration as they play. Children develop physical skills, such as learning to move in a variety of ways as they manoeuvre themselves backwards and forwards to reach toys that are just out of their grasp. Children show good levels of independence and problem solve as part of their games. Children gain the skills they need to move on to their next stage of development and their eventual move to school.

Setting details

Unique reference number	EY310484
Local authority	Hertfordshire
Inspection number	10070391
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 12
Total number of places	6
Number of children on roll	0
Date of previous inspection	25 March 2015

The childminder registered in 2005. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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