

Inspection date	25 March 2015
Previous inspection date	26 January 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 has a good knowledge and understanding of the safeguarding procedures to be followed in the event of a child protection concern. Additionally, she completes regular risk assessments to minimise hazards and further ensure that children are safe. As a result, she promotes their safety and welfare.
- The childminder has a good relationship with parents. She ensures that they are fully informed of the progress their children are making and she encourages them to extend their children's learning at home. As a result, children are supported in acquiring most of the skills they need for school.
- Children's physical development is strongly promoted because the childminder provides opportunities for them to access fresh air and exercise on a daily basis. Children enjoy planned activities, such as regular visits to the local woodland area, where they learn about nature and their local community.
- The childminder promotes children's emotional well-being and provides a warm and welcoming environment. Settling-in procedures are organised effectively to suit each individual family. As a result, the childminder supports children in developing effective bonds and attachments.
- Teaching is good. The childminder uses opportunities during play to extend children's learning. For example, when young children are rolling and kicking a ball, the childminder encourages them further by encouraging them to also practise their catching skills.

It is not yet outstanding because:

- The childminder does not always maximise opportunities for children to practise their basic counting skills during activities.
- Partnerships with other adults involved in the care of children are not consistently promoted.

What the setting needs to do to improve further

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

- extend opportunities to increase children's mathematical development, for example, by encouraging them to use simple calculations during their play
- enhance partnerships with others to include the sharing of information with other adults involved in the daily care of minded children.

Inspection activities

- The inspector observed general play in the childminder's home. She talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of the childminder and a range of other documentation, including her first-aid certificate.
- The inspector held joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector reviewed the childminder's self-evaluation. She also took into account the views of some parents through written references read during the inspection.

Inspector

Jo Rowley

Inspection findings

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She uses observations and assessments, alongside her childcare qualification and experience, to plan challenging activities that encourage children's learning and development. For example, the childminder introduces a range of age appropriate story books to encourage young children's speech and language. She reads these clearly and slowly, repeating new words and congratulating children as they copy her. Consequently, children's communication and language skills are developing well. The childminder takes account of the children's ages and stages of development and extends their learning where possible. For example, as children take an interest in the local wildlife, she provides binoculars for them to watch the birds in her garden. Older children use resource books and the internet to find out more about the individual birds they see. As a result, children engage in activities that are fun, educational and enjoyable. However, the childminder misses some opportunities to extend children's mathematical development, as they thread and discuss different coloured reels. This means that on occasions, children are not encouraged to count or talk about the shapes they make.

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

Children are safe and well cared for and they build effective bonds with the childminder and their peers. Strong attachments are observed and children are clearly settled. For example, as the childminder makes the game of threading more fun, children laugh and giggle happily. The childminder promotes children's personal, social and emotional development. She uses regular praise and encouragement to promote their confidence and self-esteem. Children behave well and are independent as they make choices about their play. The childminder promotes their physical development and supports their understanding of healthy lifestyles. She provides a range of nutritious meals and snacks and children learn to understand good hygiene routines. In addition to this, children design their own posters for the bathroom to remind them about washing their hands.

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

The childminder provides a clear safeguarding policy, which includes the exclusion of mobile phones and cameras in her home. She talks to children about their personal safety and supports their understanding of dangers through discussion. As a result, children's safety, and their understanding of protecting themselves, is effective. The childminder monitors the progress children are making on a regular basis. She reflects on activities and since her last inspection she has made positive changes to the way in which she evaluates. Consequently, she is able to promote a continually improving setting. The childminder shares planning information with local pre-schools that children attend, and she communicates well with parents. However, she has not explored further ways to strengthen partnership working to include all adults involved in the care of minded children, promoting consistency in their care and learning.

Setting details

Unique reference number	EY310484
Local authority	Hertfordshire
Inspection number	862034
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	26 January 2009
Telephone number	

The childminder registered in 2005 and lives in Ware. 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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Piccadilly Gate
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