

Childminder Report

Inspection date

5 August 2015

Previous inspection date

5 November 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

- Teaching is good and children make good progress. The childminder promotes children's learning during play and shares informative individual learning files with parents. She works well with other settings to share information and plan for learning and development consistency.
- Children love to engage in play that represents real life. They develop shops together and build storylines, using their imagination. Children use simple mathematics to count the items that they buy. They also estimate how much items cost. This helps to extend their vocabulary as well as learning to share and take turns.
- The childminder promotes children's well-being very well and close bonds are established. Parents are given clear information that helps them to become involved in children's learning at the outset.
- The childminder has a good understanding and robust procedures relating to all aspects of safeguarding, including child protection and safety in the home. She holds extensive written guidance to enable her to deal most effectively with any accident that may occur.

It is not yet outstanding because:

- Children's growing awareness of the link between hygiene and their continued good health is not always reinforced by the childminder.
- Children have infrequent opportunities to closely observe and understand changes in the environment and develop an understanding of growth in the natural world.
- Children do not always consider and manage risk and understand the need for safety when tackling new challenges in the home and outdoors.

What the setting needs to do to improve further

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

- support children more consistently in becoming aware of the reasons why hygiene and their personal care routines are important to their good health
- promote opportunities for children to broaden their awareness of the natural world and environment around them
- provide more opportunities for children to consider and manage risks and understand the need for safety when tackling new challenges.

Inspection activities

- The inspector observed activities in the home and talked with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, observation and assessment documentation, and the safeguarding procedures.
- The inspector discussed with the childminder the activities that had taken place.
- The inspector reviewed the childminder's self-evaluation record.

Inspector

Lynne Talbot

Inspection findings

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

The well-qualified childminder has a firm understanding of the learning and development requirements of the Early Years Foundation Stage. She plans activities that build on children's interests and underpin learning. For example, younger babies explore mechanical toys that make sounds and have sections that move. They enjoy singing and musical instruments and they look into the childminder's eyes as she helps them participate in action rhymes. Therefore, children extend their awareness of their own body and begin to communicate. Children are interested in stories and settle comfortably with the childminder to enjoy their favourite books. They naturally begin to use mathematics. When playing with dough they fill up pots, count them and calculate the total number that they have. Children write with confidence and develop three-dimensional displays using real shells and sand, drawn and cut-out pictures, and toys. They are clearly acquiring skills that help them to be ready for school. Outdoor play, such as in the garden, in parklands and at water parks, provides children with opportunities to be physically active. However, children have fewer opportunities to experience first-hand the growth of plants or to closely observe changes of the living world in their environment.

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

Children enjoy meals either provided by their parents or prepared by the childminder. However, their awareness of hygiene is not consistently supported. The childminder does not always explain to children how their personal care routines, such as washing their hands or wiping their nose, contribute to their ongoing health. Children develop some independence from an early age. They put on and take off their own shoes. They also decide which activities they wish to take part in each day. Children develop an awareness of road safety and practise this regularly. They also complete emergency evacuations and discuss how to be safe in the community with the childminder. However, children do not always understand how to approach new challenges safely and independently. The childminder provides activities that help children to appreciate and learn about the world around them. Children enjoy tasting foods from other cultures, and the childminder takes every opportunity to talk with them about how every person is unique.

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

The childminder demonstrates that she understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She evaluates her practice and attends training, including safeguarding, to help her to continue supporting children's learning, development and well-being. She reviews children's progress closely through her observation and assessment. In addition, she completes a comprehensive progress check for children between the ages of two and three years. This, together with the feedback obtained from parents, helps her to review each child's achievements. She is able to ensure that every child makes good progress.

Setting details

Unique reference number	EY330122
Local authority	Hertfordshire
Inspection number	1000978
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	5 November 2009
Telephone number	

The childminder was registered in 2006 and lives in Stevenage. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education places for two-, three- and four-year-old children.

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