

Childminder report

Inspection date	28 March 2019
Previous inspection date	5 August 2015

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

This provision is good

- The qualified childminder regularly reflects on her practice and is keen to develop her good-quality teaching further. For example, she intends to complete training to extend her use of sign language and visual prompts in the setting. Recent training on the early years foundation stage has helped her to link children's activities more effectively to the areas of learning.
- Children rapidly learn new words the childminder introduces and use these in communicating. For example, children engage in regular discussion with the childminder and use language to express their thoughts and feelings.
- The childminder notes topics children enjoy and incorporates these into the activities she provides. For example, older children who show an interest in transport have opportunities to ride on a pretend motorbike indoors and outdoors. They have access to small-world vehicles, such as a cement mixer, fire engine and lorries.
- Children develop a secure attachment to the childminder and show that they feel settled in her care. For example, children who become tired or upset are swiftly soothed by the childminder's reassuring words and cuddles. They are confident to try new experiences and are keen to explore their surroundings.
- Partnerships with parents are well established. The childminder uses a range of ways to share information with parents. For example, she sends them pictures of the activities children take part in, completes a detailed daily journal for each child and makes time for regular discussions.
- The activities the childminder plans are not always organised to minimise nearby distractions and maintain children's focus.
- The childminder does not consistently adapt her routines in order to respond fully to the younger children's individual choices.

What the setting needs to do to improve further

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

- enhance the organisation of activities to make the most of the available space and minimise distractions to children's focused attention
- review the routines for the younger children, in order to be even more responsive to their individual choices.

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 took account of the views of parents, other providers and children through discussions on the day and written feedback provided.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder maintains a secure understanding of child protection issues and knows the correct procedures to follow if she has any concerns. She works closely with parents and other providers to ensure children's welfare is promoted. The childminder has established strong links with staff from the other settings children attend. They appreciate her cooperative approach to support children with their interests, needs and next steps in learning. This helps to promote continuity in children's day-to-day experiences. Parents also value the support the childminder provides. They say she is a wonderful childminder with 'endless patience' and 'smiles'. Children describe the childminder as 'fun', 'kind hearted' and 'fair'.

Quality of teaching, learning and assessment is good

The childminder uses effective methods of observation and assessment. She knows the children well and has a secure understanding of what they can achieve. For example, she skilfully introduces number problems for children who show an ability to take on additional challenge. The childminder supports younger children to build the confidence to take independent steps. For instance, outdoors, she holds their hands to walk with them up and down the pathway. The childminder encourages children to persevere with tasks and provides them with support as required. Children demonstrate good smaller physical skills. For example, they use their fingers to explore different textures and place materials with precision to make a Mother's Day card. They carefully dip a wand into liquid and then blow gently on it to make bubbles. Children show pride in their achievements as they smile then laugh when they are successful.

Personal development, behaviour and welfare are good

The childminder provides children with clear guidance about what is acceptable behaviour. She plans plenty of opportunities for children to develop their social skills. For example, the childminder takes children to weekly playgroups and activity play centres where they are able to interact with children of different ages. Children begin to form special friendships with other children and excitedly hug them upon arrival. Children learn to respect and celebrate each other's differences. One of the ways the childminder achieves this is by encouraging children to share their cultural festivals. For example, children bring in sweets made from home and wear traditional dress to celebrate the festival of light. Children wash their hands before they eat and try a variety of fresh fruits for snack. These are some of the ways the childminder promotes children's good health.

Outcomes for children are good

Children make good progress from their starting points. They show a motivation to learn and are beginning to ask inquisitive questions. Children recall familiar songs and rhymes and ably recite these as they play. They listen to and respond to instructions well. For example, they find their coat when asked before they play outside. Children develop some of the essential skills that they require for future learning.

Setting details

Unique reference number	EY330122
Local authority	Hertfordshire
Inspection number	10063576
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 August 2015

The childminder registered in 2006. She operates all year round from 6.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is registered to provide funded early education for two-, three- and four-year-old children.

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