

Inspection date	16 January 2015
Previous inspection date	8 March 2010

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. This is because the childminder uses information from her observations and assessments to effectively plan for the next steps in children's learning. This helps them to make good progress overall.
- The childminder's understanding of safeguarding procedures is strong. This ensures that children's welfare is protected and they are kept safe from harm.
- Children develop a very strong sense of belonging because the childminder is warm and sensitive towards them. The childminder demonstrates her strong commitment to caring for them and their families through her care and support.
- There are strong partnerships with parents because the childminder encourages them to share information. They work very effectively together to support children's learning and development.
- The childminder has a strong commitment to reflecting on her practice and developing her knowledge and skills to further benefit children's care, learning and development.

It is not yet outstanding because:

- The childminder does not always make the most of the opportunities in the garden to promote children's awareness of practical number recognition, weights and measures.
- The childminder does not consistently promote the highest level of independence at snack time as children are not provided with suitable resources to serve themselves. This does not maximise opportunities for children to improve their ability to take care of themselves.

What the setting needs to do to improve further

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

- make the most of all opportunities to develop children's skills in recognising number, and their awareness of weights and measures, particularly when they are playing in the garden
- enhance the snack time routine to provide children with more opportunities to be independent and serve themselves at mealtimes.

Inspection activities

- The inspector observed activities in the ground floor rooms and in the garden.
- The inspection undertook a joint observation with the childminder.
- The inspector talked to the childminder, co-childminder and children at various times throughout the inspection and looked at a sample of the children's records of learning.
- The inspector checked evidence of the suitability and qualifications of the childminder and her self-evaluation and improvement plan.

Inspector

Sheila Harrison

Inspection findings

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

The childminder's good teaching skills support children to learn successfully, preparing them well in readiness for the next stage of their learning and eventually for school. She skilfully supports babies' early language development by speaking clearly and slowly. She constantly chats to them, imitates their sounds and sensitively invites a response by smiling and touching them. The childminder effectively supports children to develop their curiosity and motivation to learn as they have free access to a wide range of toys and resources inside and outdoors. Children enjoy experimenting with the different sounds of musical instruments, and the childminder encourages them to distinguish between loud and soft sounds. However, she has displayed a number strip in the garden but there are fewer everyday opportunities for older children to match the correct number of items to the numerals displayed or to compare weights and measures in practical activities. This does not fully introduce mathematical ideas within children's play.

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

Children quickly build secure bonds with the childminder because she takes time to get to know each individual child and their family. She gains valuable information about children's starting points through conversations with the parents during their initial visits. This successfully builds a mutual approach to promoting their children's care and learning. The childminder is aware of the importance of children making attachments. She gently cuddles and smiles at them, giving them appropriate praise for their successes. This is very effective in helping children feel emotionally and physically secure. The childminder supplies nutritious and freshly cooked meals and snacks. She talks positively to children about enjoying their mealtimes. This helps promote their understanding of the importance of eating a balanced diet. Children enjoy learning to behave well at mealtimes as they sit and wait for their friends to finish their meals. However, at snack time the childminder does not fully encourage children to be independent and to serve themselves.

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

The childminder creates an environment that is welcoming, safe and stimulating. She effectively assesses and minimises the risks in her home and on outings. The childminder has strong contingency plans in case of emergency. She encourages children to develop new skills and take appropriate risks without being fearful on their enjoyable and exciting visits to the woods. As a result, children are well protected. The childminder is ambitious about improving provision and works closely with her co-childminder to effectively reflect on her practice. This shapes her professional development and improves her teaching and knowledge of how children learn. The childminder effectively monitors their learning and development and completes the required progress check for children aged between two and three years. This ensures that she can plan future activities to quickly narrow any gaps in their achievements.

Setting details

Unique reference number	EY332441
Local authority	Hertfordshire
Inspection number	862526
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	8 March 2010
Telephone number	

The childminder registered in 2006. She lives with her husband and four children in a house in Berkhamsted. The childminder is currently working from her premises with a co-childminder. This is a short term arrangement. She holds a childcare qualification equivalent to level 3. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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