

# Childminder report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 26 February 2019 |
| Previous inspection date | 7 August 2015    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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

### **This provision is good**

- The childminder regularly reflects on her practice to improve the activities she provides for children. For example, she now carefully selects resources to ensure they provide suitable levels of challenge. This enables children to develop their thinking skills further and independently identify and solve problems.
- The childminder works closely with the local church to provide support for families who have moved into the country. Her sensitive and nurturing approach gains the trust of parents and helps children to feel settled and secure in her care.
- The childminder develops warm relationships with children. For example, children enjoy a cuddle as they gently wake from their sleep and seek comfort when they need. Children build the confidence to explore their environment and try out new experiences with the childminder nearby to offer reassurance.
- The childminder uses a range of ways to help children acquire speech and language skills. For example, she sings to children as they play and reads their chosen stories. The childminder encourages the use of visual gestures and clearly pronounces new words to children. This enables all children to communicate their preferences and needs.
- Children enjoy the time they spend with the childminder. They say they play games, have fun, and feel safe and looked after when they are with her. Children describe the childminder as helpful, fair, funny and kind.
- The childminder does not work as effectively as possible with all parents to support a consistent two-way flow of information that encourages them to be involved in their child's learning.
- The childminder has not fully explored the available opportunities for children to learn about the cultures and traditions of other communities and families.

## What the setting needs to do to improve further

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

- explore further ways to enhance the two-way flow of information with all parents to engage them more consistently in their child's learning
- provide even more opportunities for children to fully embrace the experiences of communities and families beyond their own.

### 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 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 interacted with children during the inspection.
- The inspector took account of the views of parents and older children through written feedback provided.

**Inspector**  
Rachel Pepper

## Inspection findings

### Effectiveness of leadership and management is good

The well-qualified childminder completes regular online training and recently spent some time working in a local nursery. This helps her to maintain her good-quality teaching and ensure her knowledge of childcare practice remains up to date. The childminder has established links with the other settings children attend. For example, she shares information with staff about young children's progress and provides older children with time and support to complete their homework tasks. The arrangements for safeguarding are effective. The childminder has a secure understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows the correct procedures to follow to ensure children's welfare.

### Quality of teaching, learning and assessment is good

The childminder uses effective methods of observation and assessment to support children's good progress. She has a good knowledge of each child's interests and the skills they need to develop next. The childminder carefully observes children and adapts her practice to maintain their levels of engagement. For example, she recognises when children show interest in a ball. She provides a wide range of sensory balls of different sizes and colours for them to explore. Children enjoy time to engage in their self-chosen games. They concentrate as they successfully fit various wooden shapes together to build a toy train. They show an interest in toys with buttons and learn how to operate them. Children move their whole bodies to sounds they enjoy.

### Personal development, behaviour and welfare are good

The environment is stimulating and well organised. Children make decisions about where they wish to play. For instance, at times during the day, they have the freedom to move between the indoor and outdoor area. The childminder teaches children acceptable ways to behave. For example, she reminds children not to throw toys when they get excited and shows them the correct way to use each resource. Children have plenty of opportunities to enjoy fresh air and exercise. The childminder takes them on outings to the nearby farm and to the local parks where they climb on large apparatus. She complements the food children bring from home with a selection of nutritious snacks. These are just some of the ways the childminder promotes children's good health.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They become self-assured individuals, keen to express their preferences. Children demonstrate good physical skills. For instance, outside, they negotiate space as they move a doll's pushchair around the garden furniture. They carefully balance wooden blocks to build a small tower. Children understand and follow simple instructions. They enjoy praise for their achievements. Children are well prepared for the next stage in their learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY335275                                                                          |
| <b>Local authority</b>             | Hertfordshire                                                                     |
| <b>Inspection number</b>           | 10063577                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 8                                                                                 |
| <b>Date of previous inspection</b> | 7 August 2015                                                                     |

The childminder registered in 2006 and lives in Baldock. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3 and is registered to provide funded early education for three- and four-year-old children.

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