

**Inspection date**

20 April 2015

Previous inspection date

16 November 2011

| <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        |
| 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The childminder plans interesting and challenging experiences based on her observations of children's play. She nurtures children's independence skills from an early age, which helps to prepare them for future learning at nursery and school.
- The childminder completes precise assessments of children's learning. Parents have regular access to their children's impressive learning journal documents, which demonstrate the good progress that they make towards the early learning goals.
- The childminder's knowledge of child protection is secure. She has clear procedures in place and fully understands her responsibility to keep children safe from harm. Therefore, she protects children's safety and welfare well.
- There is an effective settling-in system in place. The childminder visits children in their home, so that they can become familiar with her, before inviting them for short play sessions at her setting. This promotes children's emotional well-being and helps them to feel secure in her care.
- Partnerships with parents are strong. The childminder regularly provides parents with information about their children's development, and gives them ideas for activities to do at home to promote continuity of learning. She works very closely with parents and this ensures that children's individual needs are well met.

### It is not yet outstanding because:

- The childminder has not yet accessed training to enhance specific aspects of her teaching, such as planning for children who prefer to learn outdoors.

## What the setting needs to do to improve further

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

- enhance the quality of teaching further by seeking more precise knowledge and understanding of how children learn, particularly those who prefer to learn more actively in the outdoor environment.

### Inspection activities

- The inspector observed children taking part in a range of activities, and spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector saw evidence of the suitability checks for the childminder and those persons over the age of 16 years living in the household.
- The inspector looked at children's assessment records, policies and procedures, and the childminder's self-evaluation form.
- The inspector conducted a joint observation with the childminder.
- The inspector has taken account of the views of parents, as recorded in reference letters provided by the childminder.

### Inspector

Katherine Hurst

## Inspection findings

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

The childminder knows the children in her care well and has a good understanding of how to promote their learning. For example, when young children are learning to crawl, she moves toys out of their reach, in order to encourage them to access these independently. This helps to develop the larger muscles in their body. The childminder communicates effectively with the children. She ensures that she is at their eye level and her gentle commentary during play helps children to develop their communication skills. The childminder responds to children's interests and plans learning experiences that she knows they will engage in. For example, young children thoroughly enjoy exploring treasure baskets filled with interesting household resources, such as scouring pads and hair rollers. Consequently, children develop strong exploratory instincts that will enable them to be motivated learners in the future.

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

The childminder is very caring and loving. Children have strong attachments to her and enjoy their time at her setting. They demonstrate their interest and motivation to explore the well-resourced environment that she provides. The childminder praises children for their achievements both verbally and visually, for example, she claps at babies. This also makes children feel important and valued. Children have regular opportunities to play and exercise outside in the fresh air. As well as having access to her garden, the childminder takes children for daily walks around the local area. The childminder promotes children's good hygiene well. They learn to wash their hands before eating and after activities, such as playing in the garden and stroking animals. Each child has their own hand towel, which minimises cross contamination and promotes their good health.

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

The childminder understands and implements the Early Years Foundation Stage well. She regularly attends training sessions that refresh her knowledge regarding children's safety and welfare. For example, she has recently attended training about child protection, food allergies and food safety. The childminder uses her knowledge to promote children's welfare. However, she does not routinely make best use of available training and support to extend her already good knowledge of how children learn. She regularly evaluates the quality of her setting and considers how she can make improvements. For example, the childminder identifies that she would like to enhance the quality of her teaching in the outdoor environment, in order to extend children's learning even further. This demonstrates her commitment to continuous improvement. The childminder works closely with other settings where children attend. She discusses their development with staff and provides activities that will support children to make further progress. This promotes good continuity of learning.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY343525         |
| <b>Local authority</b>             | Hertfordshire    |
| <b>Inspection number</b>           | 857281           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 17           |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 4                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 16 November 2011 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 2006 and lives in Hemel Hempstead. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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