

Childminder report

Inspection date	12 June 2019
Previous inspection date	25 April 2016

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 childminder knows the children she cares for well. They have built up strong relationships with her. She provides the children with opportunities to learn based on their individual interests.
- The childminder extends children's vocabulary very well. She provides children with language that is relevant to the tasks they are completing. For instance, she talks to children about dinosaurs being carnivores and herbivores.
- The childminder supports children's imaginative play experiences positively. She interacts with the games they choose to play and provides them with opportunities to extend their ideas further.
- Children learn to explore using the full range of their senses. For instance, they feel the slime as they play and talk to the childminder about how it feels on their hands.
- The childminder does not always make the most of opportunities for children to build on their existing mathematical skills.
- The most able children do not always have sufficient challenge in their learning to make their most-rapid progress.

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 opportunities to extend and build on children's existing mathematical understanding further
- enhance the levels of challenge provided to the most able children to support them to make more-rapid progress in their learning.

Inspection activities

- The inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the childminder's teaching. She held a discussion with the childminder about the learning that took place.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at letters from parents. She took their views into consideration.
- The inspector looked at a range of documentation, including policies and children's learning records.

Inspector

Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of the process to follow to report any concerns regarding children's welfare. The childminder monitors her home to ensure that it is clean and safe for the children. She reflects regularly on the service that she provides. For example, she considers how she can further improve the resources on offer to support children's learning. Parents are happy with the service the childminder provides. They comment that she provides a caring environment and their children settle quickly. The childminder keeps them informed on the progress that their children make. The childminder meets regularly with other childminders, such as at the playgroups that she helps to run. She completes online learning and participates in professional discussions. This all helps her to develop her professional knowledge further.

Quality of teaching, learning and assessment is good

The childminder promotes children's learning well. She uses a range of questions to encourage children's thinking. For example, she asks them what they need to do next when they pretend to make cups of tea. Children confidently share their thoughts and ideas with the childminder. They remain focused and fully engaged in the activities they choose. They talk to the childminder about their experiences at home. The childminder listens to them with interest. As a result, children develop strong social skills. The childminder supports children to understand new concepts and ideas. For instance, she talks to them about what is happening to the slime inside the pretend volcano that they have created in a container.

Personal development, behaviour and welfare are good

The childminder provides children with a warm and homely environment in which to learn and play. Children become confident and independent learners. They share politely without prompting. For example, they share their toys with the childminder as they play a game together. Older children capably attend to their own personal hygiene needs. Children gain an understanding of the world around them. For instance, they visit parks with the childminder and explore the leaves. Children form strong friendships with one another and they speak fondly about their friends when they are absent.

Outcomes for children are good

Children enjoy their time with the childminder and gain the skills they need for moving on to school. They progress well from their initial starting points. They learn to use tools safely and appropriately for tasks. For instance, they help to use a shredding machine to cut paper into small strips. Children gain new information about things that interest them. For example, they learn new facts about dinosaurs as they play a matching game. Children respect and care for the resources they use. For instance, they use real china tea sets and handle them carefully as they play so that they do not break.

Setting details

Unique reference number	EY344071
Local authority	Hertfordshire
Inspection number	10073794
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 April 2016

The childminder registered in 2006 and lives in Potters Bar, Hertfordshire. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

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