

Childminder Report

Inspection date

21 May 2018

Previous inspection date

4 December 2014

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

- Children quickly build close attachments to the childminder and the other children who attend her setting. The childminder provides a gradual settling-in process which helps them to build their confidence before they start with her. The childminder is kind and supportive and meets the individual needs of children well.
- The childminder has built close partnerships with parents. She frequently shares information about what children are working on. The childminder provides ideas that parents can use at home to further support their children's learning.
- Children have daily opportunities to develop their physical skills. They enjoy trips to the local parks, nature walks and going strawberry picking. Children delight in riding on push-along and pedal bicycles.
- The childminder regularly seeks the important views of parents and children when evaluating her practice. She takes on board their suggestions when planning areas for further development and improvement.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to help children build on their understanding of volume and capacity.
- The childminder does not consistently monitor and evaluate her assistants' practice well enough to focus on raising the overall quality of teaching to the highest level.

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 support and extend children's mathematical development and their understanding of volume and capacity
- monitor and evaluate staff's practice more closely to focus on raising the overall quality of teaching to an even higher level.

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 spoke with children and an assistant during the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms of abuse. She knows the correct procedures to follow and whom to contact if she has any concerns about a child in her care. The childminder attends training and opportunities for further development. This helps to develop and strengthen her teaching skills and practice. The childminder ensures all assistants attend training for safeguarding and first aid. The childminder works closely with other settings that children attend. She has built good relationships with them, which enables the free flow of information about what children are working on and how they are progressing. This helps to provide continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Parents' views and opinions about what their children can already do when they first start are gathered by the childminder. She uses this information along with her own observations to identify children's starting points and establish their next steps in learning. The childminder provides a wide range of toys and activities for children to freely access. Children are engaged and interested as they fill containers with popcorn. They delight in pouring popcorn from one container to another as they explore the texture and taste. Young children enjoy singing their favourite songs and this helps to develop their language skills. The childminder introduces new words to children, such as 'hairdryer' and 'tongs'.

Personal development, behaviour and welfare are good

Children behave kindly to one another. They learn to share and take turns, which is supported by the consistent messages from the childminder that help to develop their understanding. The childminder promotes good hygiene practices and reminds children to wash their hands after outdoor play and before all mealtimes. She provides opportunities for children to develop their independence. For example, children enjoy helping to use a dustpan and brush to sweep up after activities and competently put their own choice of fruit onto sticks when making fruit kebabs. Children take part in activities about different festivals and events. This helps develop their understanding about the similarities and differences between themselves and each other.

Outcomes for children are good

Children make good progress in their development. They quickly learn the skills needed in readiness for their next stage in learning and for their move on to school. Children enjoy developing their imaginative skills as they pretend to wash, dry and brush their own and their dolls' hair. Children are confident communicators. They enjoy practising new words, developing a good vocabulary.

Setting details

Unique reference number	EY344368
Local authority	Hertfordshire
Inspection number	1104562
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	16
Name of registered person	
Date of previous inspection	4 December 2014
Telephone number	

The childminder registered in 2007 and lives in St Albans. She operates her provision all year round, from 7.30am to 6.15pm from Monday to Thursday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She works with six assistants on a part-time basis.

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