

Childminder Report

Inspection date

27 October 2016

Previous inspection date

14 November 2012

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

- Parents praise the childminder for her responsiveness to phone calls and messages. They state that she is incredibly caring and nurturing towards the children and makes them feel a special part of her extended family.
- Children use their imagination very well during role play games. They demonstrate their growing understanding of the world around them and share their ideas with each other. For example, they pretend to stop for petrol to ensure that they do not run out on their imaginary journey to school.
- The childminder uses effective strategies to help her support children's good behaviour. She teaches them about working together, helping each other and sharing tools as they plant bulbs into pots. Children thoroughly enjoy the praise and encouragement that they receive in recognition of this cooperative working. This helps to effectively build and support high levels of self-esteem.
- Risk assessments are completed by the childminder, who continually checks her home for any hazards. She talks to the children, helping them to consider their own safety. For example, she gives them gentle reminders about why it is not safe to walk near the swing when someone is using it. Young children are aware that they must hold the childminder's hand when they cross the road.

It is not yet outstanding because:

- Information gained from parents on entry, does not always provide the childminder with the detailed information she requires to help her plan for their immediate learning needs.
- Information exchanged with other settings that children attend is not focused enough on children's learning. Therefore, their continuous support is not always maximised.

What the setting needs to do to improve further

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

- seek more detailed information from parents about children's learning and development on entry, in order to plan more precisely for their immediate learning needs
- strengthen communication with other settings that children attend in order to gain further detail and a fuller picture of children's progress.

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, including how she monitors and evaluates her own practice.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of persons living in the household.
- The inspector took account of the views and opinions of parents through written feedback provided.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection procedures. She consistently refreshes her knowledge through specialist training. The childminder ensures that her policies and procedures are updated in line with current guidance. The childminder uses the internet to help her keep updated with current childcare practice and new ideas to support children's learning. She frequently reviews her practice through discussion with other local registered childminders. The childminder also seeks the views and opinions of parents to help her make decisions and bring about ongoing improvements for children.

Quality of teaching, learning and assessment is good

The childminder uses her observations and assessments of children effectively. She shares ideas with parents about how they can further support their children's ongoing learning at home. This helps them to contribute to the good progress that their children make. The childminder uses a wide range of teaching skills. She is aware of when to stand back and let children explore. For example, children spend a considerable amount of time working cooperatively to fill plant pots with peat and bulbs. They are supported to use their problem-solving skills as they work out how to use a spade to scoop the peat out of a large bag, carefully balance and then transport it to a pot. Children learn simple mathematics as they are encouraged to estimate and then count how many bulbs they are going to plant in their pot. Children's communication and language skills are developing well. They talk to the childminder and each other about the things that interest them and eagerly share their ideas.

Personal development, behaviour and welfare are good

The childminder ensures that children have the opportunity to spend time settling into her care. This helps them to develop secure, warm and caring relationships with her before they start. Children demonstrate their strong sense of belonging in the childminder's home. They learn about the importance of eating a balanced range of meals. Children are successfully encouraged to extend the range of foods they eat and try new tastes and textures, such as grapes. They can get a drink of water when they are thirsty and thoroughly enjoy spending lots of time outdoors in all weathers. Children enjoy opportunities to practise and develop their physical skills. They learn how to skilfully use large play equipment, such as a slide and sit-and-ride cars.

Outcomes for children are good

Children make good progress and are motivated and interested to learn. They demonstrate high levels of confidence as they explore the childminder's home. Children show their independence when they put on their own boots or shoes to go out to play in the childminder's large garden. They are able to clearly express their own ideas and opinions. Children are developing the skills they need in readiness for the next stage in their learning or starting school.

Setting details

Unique reference number	EY366823
Local authority	Hertfordshire
Inspection number	1059780
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	14 November 2012
Telephone number	

The childminder was registered in 2008 and lives in Welwyn. She operates all year round from 8am to 6.15pm, Monday to Friday, except for bank holidays and family holidays.

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