

Childminder Report

Inspection date

26 July 2017

Previous inspection date

26 February 2015

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

- The childminder manages children's behaviour well. She uses a gentle, fair and consistent approach and uses praise effectively to encourage children to behave positively.
- The childminder plans well for children. She considers what they need to learn, assesses children's learning regularly and uses this information to provide suitable challenges for children. Children make good progress.
- The childminder's home is well organised and inviting. The daily routine flows well and gives children time to follow their interests. Children gain confidence to attempt new challenges which helps them develop positive attitudes to their learning.
- The childminder is vigilant around children's safety and helps to reduce the risk of accidents by checking all areas of her home on a daily basis.
- The childminder works well with parents to support children's learning. She makes sure that she keeps parents up to date on children's progress.
- The childminder teaches children about different cultures to help them to learn about and respect others, for instance, by discussing and celebrating special events.

It is not yet outstanding because:

- The childminder does not consistently offer children opportunities that help them develop their skills in writing for different purposes.
- The childminder has not fully developed effective methods for gathering regular feedback from parents to help evaluate the provision and identify areas of improvement.

What the setting needs to do to improve further

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

- build on the opportunities that support children in practising writing for different purposes to support their early literacy skills further
- extend the involvement of parents in the monitoring and evaluation of the provision to further include their views when identifying areas for improvement. ?

Inspection activities

- The inspector viewed the premises with the childminder.
- The inspector observed interaction between the childminder and children. She spoke with children at appropriate times.
- The inspector evaluated an activity with the childminder and discussed children's progress.
- The inspector looked at some documentation and held a discussion with the childminder.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding procedures. She knows the process to follow should she be concerned about a child's well-being. The childminder works well to protect children from harm. For instance, she reviews all areas of her home to identify hazards and minimise risks. The childminder is well qualified and committed to continuing her professional development. This has led to a better understanding of how children learn and develop. The childminder reviews children's progress thoroughly, checking her assessments of their learning to make sure she knows whether they need any additional support. The childminder has formed strong partnerships with others, such as local schools, with whom she works closely to ensure children's care and learning needs are consistently met.

Quality of teaching, learning and assessment is good

The childminder plans activities well and uses these as a way of encouraging children to explore further. She helps children develop an understanding of the wider world while extending their communication skills. For example, she teaches them new words and takes opportunities to model the correct use of language as they recall a visit to a pig farm. The children talk about their experiences and what they enjoyed the most when they fed the pigs. She provides children good opportunities to be creative and develop imaginary games with the use of interesting props. For instance, they problem solve as they use real straw, wooden sticks and small bricks after reading the story 'The Three Little Pigs' to see which house will fall down first.

Personal development, behaviour and welfare are good

Children thrive in the childminder's friendly and welcoming environment. They feel safe and secure. The childminder maintains children's emotional and physical well-being effectively. She supports children to develop an understanding of living a healthy lifestyle. For example, she encourages children to eat a range of nutritional food and they benefit from lots of opportunities to be active and develop their physical skills. Children behave well at all times. The childminder is a good role model and she teaches children to form friendships and respect one another.

Outcomes for children are good

Children make good progress. They concentrate well on tasks and play purposefully. Children are motivated and develop strong communication skills as they enjoy talking about their experiences. Children have opportunities to practise their mathematical skills. For example, they enjoy exploring shapes as they attempt to complete jigsaw puzzles and gain many skills in readiness for school.

Setting details

Unique reference number	EY368937
Local authority	Hertfordshire
Inspection number	1093333
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	26 February 2015
Telephone number	

The childminder registered in 2008 and lives in Watford. She operates all year round from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
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