

Childminder Report

Inspection date

23 November 2016

Previous inspection date

6 February 2013

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 teaches children effectively and they make good progress. She ensures planned activities cater for each child's individual needs. For example, when exploring cereal, younger children enjoy filling and emptying containers and mixing with spoons. Older children play imaginatively as they pretend to make meals for the childminder.
- The childminder supports children who speak English as an additional language to feel secure. She meets with parents to gain an understanding of their needs. She uses clear words and prompts to help children understand what is happening. She also helps children to communicate in their home language, such as using it to say goodbye.
- The childminder obtains feedback from parents about her provision. They comment positively about the progress their children make. She carefully considers the best ways to share information with parents using means, such as daily diaries, texts and emails.
- Children are developing good independence skills. They learn to use the bathroom from an early age and understand when they need to wash their hands. They make good attempts to dress themselves knowing the childminder is close by to offer support.

It is not yet outstanding because:

- The childminder does not seek precise information from parents about what children already know and can do in order to help her to swiftly identify their starting points in learning.
- The childminder's evaluation of her practice is not sharply focused on further developing her teaching skills to help raise children's attainments to the highest possible level.

What the setting needs to do to improve further

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

- gather more precise information from parents when children first start, so that children's prior achievements can be included in their starting point assessments
- make more effective use of professional development opportunities in order to develop a more expert knowledge of teaching and learning.

Inspection activities

- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector saw the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records and the childminder's planning documentation. Evidence of the suitability of household members and a range of other documents, including the safeguarding policy, were also seen.
- The inspector spoke to and interacted with children at appropriate times during the inspection.
- The inspector discussed self-evaluation with the childminder and took account of the written views of parents.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident about following appropriate child protection procedures, helping to protect children's welfare. She regularly reviews risks in her home and when on outings and keeps her first-aid knowledge up to date. The childminder makes detailed notes of any accidents that occur and takes prompt and effective action to protect children. She reviews some aspects of her practice, such as how to develop the environment and resources to meet children's needs. The childminder meets regularly with other childminders. They offer each other peer support and have professional discussions, especially around new initiatives that affect their work. The childminder reflects on the activities she provides and the rate of children's progress, ensuring any gaps in learning are swiftly identified and strategies are planned to address them.

Quality of teaching, learning and assessment is good

The childminder is aware of children's next steps in learning and is able to ensure that the activities they experience are suitably challenging. She shares ongoing development information with parents and receives updates from them regarding what children have been learning at home. When children attend other settings, the childminder is proactive in contacting them in order to share information about children's ongoing development. Children engage in a wide variety of activities. They particularly enjoy imaginative play. Children dress dolls and talk to them about why they need to be fastened in car seats for their trip to the hospital. The childminder uses books for children's enjoyment and to help them find out information. Older children talk about what they can see on each page of the book. Younger children point to pictures and enjoy turning over the pages. This helps them to develop their literacy skills.

Personal development, behaviour and welfare are good

Children are happy, confident and sociable and their behaviour is good. The childminder has secure settling-in procedures which she tailors to meet each child's and parent's needs. Children settle quickly and enjoy the time spent with the childminder. Parents talk positively about how much their children benefit from the many outings the childminder takes their children on. They regularly visit farms and local lakes, where they play in the natural environment and benefit from being in the fresh air. The childminder ensures parents provide healthy meals and snacks for their children. She provides them with information on the benefits of a healthy diet and consistent eating and sleeping routines.

Outcomes for children are good

Children are developing into independent learners. They enjoy choosing from the many resources available to them. Children's communication and language skills are very good. Older children are able to articulate their needs and ideas to the childminder and to visitors. The childminder encourages younger children to use their emerging words as well as pointing to what they want. All children are making good progress in all aspects of learning. They are effectively gaining the key skills required for their next stage of learning at nursery and ultimately, at school.

Setting details

Unique reference number	EY373093
Local authority	Hertfordshire
Inspection number	1065168
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	6 February 2013
Telephone number	

The childminder was registered in 2008 and lives in Hatfield. She operates from 7.30am to 6pm, Monday until Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language.

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Piccadilly Gate
Store St
Manchester
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