

Childminder Report

Inspection date

18 September 2017

Previous inspection date

28 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 and her assistant promote children's emotional well-being effectively. Children are happy, settled and develop good self-esteem. The childminder routinely checks that her house and garden are safe for children to use. She uses risk assessments effectively, for example to ensure that children are safe around her pets.
- Children make good progress in their learning and development. The childminder and her assistant make good use of their observations and assessments, to address any gaps in children's learning. Over time, children develop the necessary skills to support their eventual move on to nursery or school.
- The childminder and her assistant meet regularly to discuss children's progress. The childminder evaluates her setting effectively and takes parents' ideas on board to improve children's outcomes. For example, in response to feedback, she has made her daily communication books more useful and informative for parents.
- Children enjoy their learning. The childminder plans activities that take into account each child's learning needs and interests. She uses the different rooms thoughtfully, such as the playroom, and uses resources skilfully to promote all areas of learning.

It is not yet outstanding because:

- The childminder is not highly successful at encouraging parents to share information about their children's achievements at home, to contribute to their learning.
- The organisation of toys and resources for the youngest children is not fully effective. Occasionally, the youngest children cannot freely access the toys of their choice.

What the setting needs to do to improve further

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

- strengthen partnerships with parents, so that they are encouraged to share information from home about their children's achievements, and contribute to their children's learning
- increase opportunities for the youngest children to make their own choices about the toys and resources they want to play with.

Inspection activities

- The inspector looked at all areas of the childminder's home that are used by children.
- The inspector held discussions with the childminder and her assistant, to check their understanding of the early years foundation stage.
- The inspector observed a range of activities, including indoor activities, lunchtime and story time. He observed the childminder and her assistant interacting with the children and assessed the impact this has on children's learning.
- The inspector looked at the written feedback from two parents and the questionnaires returned by three parents.
- The inspector sampled the childminder's documentation, including information related to safeguarding and children's progress.

Inspector

Gary Rawlings

Inspection findings

Effectiveness of the leadership and management is good

The childminder ensures that her assistant understands how to support children's learning and development. She observes her assistant's work and provides helpful feedback on how to continually improve. The childminder has a good understanding of the requirements of the early years foundation stage. She ensures that procedures to monitor children's attendance are robust, and has procedures in place related to the use of mobile phones. Safeguarding is effective. The childminder and her assistant keep up to date with the latest legislation and understand how to keep children safe from harm, including the risks associated with extremist views. She is committed to continually improving and understands how to make use of professional development opportunities.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children's progress. She strikes a good balance between planned activities and child-initiated play. Well-thought-out activities are planned around high-quality stories that engage children's interests. Children have great fun joining in with singing and dancing activities. They jump with delight at the correct point in the song, and follow the actions well. The childminder and her assistant work well with other settings to support children's learning and development needs. Children who need additional help, for example to assist their language development, are supported by the childminder through personalised and well-planned activities.

Personal development, behaviour and welfare are good

Children behave very well. They are happy and confident in the childminder's care. They enjoy cuddles during story time and have great fun playing with others. The childminder and her assistant know the children well. Care routines, including for babies, are effective. The childminder works with parents well to meet children's care needs, such as toilet training and embedded nappy-changing routines. Daily communication books ensure that parents are well informed about their children's routines. The childminder provides good opportunities for children to move around and develop their physical skills, indoors and outdoors. The childminder and her assistant are good role models and help children understand how to share, take turns and behave sensibly.

Outcomes for children are good

The childminder and her assistant enable children to make good progress in their learning. Children are developing good independence, such as serving themselves at the dining table. They develop good problem-solving skills, for instance as they work out how to extend the train track. The childminder challenges children to try things out. They respond eagerly, building towers that are taller and shorter than themselves. Children develop good mathematical and literacy skills for their age. For instance, children listen attentively to one of their favourite stories and point to familiar characters in the pictures. They find different amounts of blocks as they build and are beginning to use counting words well.

Setting details

Unique reference number	EY376334
Local authority	Hertfordshire
Inspection number	1113139
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	5
Name of registered person	
Date of previous inspection	28 July 2014
Telephone number	

The childminder registered in 2008. She lives in Pirton, near Hitchin in Hertfordshire. The childminder works on Monday to Friday, throughout the year, except bank holidays and family holidays. The childminder works with an assistant.

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