

Inspection date	4 February 2015
Previous inspection date	25 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder knows how to protect children as she demonstrates a secure understanding of her responsibilities regarding child protection. She works hard to provide a safe environment, continually assessing and minimising risks to ensure children are free to explore and be active learners.
- The quality of teaching is good. The childminder effectively supports individual children's learning and development. As a result, she enables all children to make good progress and prepares them well for the next stage in their learning and school.
- Children benefit from the able skills of the childminder who has a good understanding of how they learn. She has established effective systems for observing, assessing and planning for children's individual needs. She pays close attention to their interests.
- The childminder and children enjoy warm, close relationships and they have great fun together. This contributes to the happy and relaxed atmosphere, in which children feel emotionally secure and demonstrate an overall sense of well-being.
- The childminder interacts very well with the children. She listens attentively to them and shows real interest in what they are saying. She responds to them enthusiastically, extending and developing the conversation. This boosts children's confidence and sense of self-worth, as well as supporting their early language and communication skills very effectively.

It is not yet outstanding because:

- Some opportunities to encourage parents to share even more information about their child's progress and development at home, are not fully maximised.
- The childminder does not always provide older children with sufficient opportunities to see print, signs and symbols in their learning environment. This means that she is not fully promoting their understanding that print carries meaning or further developing their good early literacy skills.

What the setting needs to do to improve further

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

- strengthen the already good partnerships with parents, in order to promote even more effective sharing of information about what children are learning and achieving at home, to ensure continuity and a shared approach
- enhance older children's recognition of print and their understanding that words carry meaning, for example, by displaying text alongside picture labels and their names on individual towel hooks.

Inspection activities

- The inspector viewed all areas used by children.
- The inspector observed the childminder playing and interacting with the children.
- The inspector spoke to the childminder and children throughout the inspection as appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety. She also checked evidence of the suitability of the childminder and other adults living at the premises.
- The inspector took account of the written views of parents and carers included in the childminder's documentation.

Inspector

Lucy Sumner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in their learning and development because the childminder provides a wide range of activities within and outside the home. She makes good use of the local community and takes children further afield to extend their experiences of the world in which they live. The childminder responds well to young children's attempts to make conversation, supporting them to develop their early communication skills. In addition, the childminder takes time to talk to older children about things that interest them. For example, when they show delight in a rainbow pattern caused by the sunlight coming through a window, she talks about the colours and explains why it forms. The childminder works hard to make children aware of people from different faiths and cultures and of the wider world. She introduces children to early mathematical language and skills through counting and during everyday routines, such as lunch and snack time. Children have easy access to a wide range of fiction and non-fiction books. However, the childminder does not always maximise opportunities to reinforce to older children that print carries meaning, in order to further develop their literacy skills.

The contribution of the early years provision to the well-being of children is good

Children behave well and the childminder has realistic expectations of them. They develop their independence through everyday tasks, such as taking off their coats and shoes and learn to take turns and share. The childminder attends a toddler group on a regular basis, providing opportunities for children to meet and play alongside their peers in different surroundings. This helps children to be emotionally ready for their next stage of learning. Children are actively encouraged to take part in outdoor play and exercise on a regular basis. This contributes to their physical development and learning about healthy lifestyles. In addition, the childminder supports young children in learning how to take managed risks and keep themselves safe. The childminder ensures she follows good hygiene procedures and encourages children to do the same.

The effectiveness of the leadership and management of the early years provision is good

The childminder's documentation and records are well organised and regularly reviewed. She evaluates her practice and reflects on the service she provides for children and parents. Since the last inspection, the childminder has completed an early years qualification at level 3. She ensures that she has up-to-date knowledge of changes to the statutory requirements. This, together with good support from a local childminding group, has helped her improve her practice to ensure good outcomes for all children. Partnerships with parents are effective. Parents contribute to the initial assessment of their children when they begin at the provision by providing information regarding their child's care and development. The childminder shares information with parents verbally and via the children's assessment records on an ongoing basis. However, she does not consistently encourage parents to share information about their children's learning at home. This means that children are not benefitting from a joined-up approach to their development.

Setting details

Unique reference number	EY378998
Local authority	Hertfordshire
Inspection number	858514
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	25 March 2009
Telephone number	

The childminder was registered in 2008 and lives in Croxley Green. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

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