

Childminder report

Inspection date	22 May 2019
Previous inspection date	20 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 qualified childminder is committed to her role and regularly evaluates her provision. She welcomes the feedback of parents and monitors the changing needs of the children she cares for, to support continuous improvement.
- Children's communication and language development is supported well. For example, the childminder sensitively provides children with the correct pronunciation for the words that they use. She engages them in interesting conversation and encourages children to listen to and value the contributions of others.
- The childminder gives children clear messages about why it is important to have a healthy diet. For example, she encourages them to try a range of fruit and vegetables at mealtimes and take regular drinks of water to keep themselves well. Children know that milk provides them with calcium to make their bones strong.
- Children enjoy the time that they spend with the childminder, who is always close by with reassurance and cuddles as they need. Children show the confidence to express their preferences and talk about their own experiences.
- Parents are very happy with the care provided. They say the children flourish in the childminder's care and benefit from the wide range of experiences that she offers. Parents appreciate her flexible approach to meet the individual needs of their family and sometimes, variable work commitments.
- Occasionally, children are not challenged as effectively as possible in their learning at times when they are free to choose resources and activities for themselves.
- At times, the childminder does not build further on children's good understanding of the expectations of behaviour.

What the setting needs to do to improve further

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

- extend the level of challenge children experience when they lead their own play, to help them make the best progress possible
- strengthen children's already good understanding of how to manage their own behaviour, and ways to identify and respond to everyday risks.

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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through discussions on the day and written feedback provided.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder maintains a secure knowledge of child protection issues. This includes the wider aspects of safeguarding relevant to her location. She knows the correct procedures to follow if she has any concerns about children's welfare. Risk assessments are robust. For example, the childminder vigilantly supervises children as they make regular use of the outdoor, communal garden. The childminder takes a proactive approach to keep her knowledge up to date and maintain her good-quality teaching. Some of the ways she achieves this are through the use of online resources and by reading childcare publications. Following recent training, the childminder has enhanced her understanding of the way children develop their speaking skills and how to better support these. The childminder has established effective links with other settings children attend. For instance, she offers to attend 'show the classroom' days with the children to share in their experiences.

Quality of teaching, learning and assessment is good

The childminder knows the children well and has a good knowledge of the skills they need to develop next. She uses effective methods of observation and assessment to support children's continued progress. The childminder notes children's current interests and uses these well to engage them in their learning. She adapts her teaching practice during activities to ensure children of all ages are equally included. The childminder encourages children to take turns and persevere to achieve a set task during planned activities. For example, with guidance, children use a sharp knife to cut tomatoes, mushrooms and peppers. They concentrate as they carefully place their chosen toppings onto muffins to make pizzas for lunch.

Personal development, behaviour and welfare are good

Children benefit from a stimulating and welcoming environment. They have ample time to consider and make choices about where they want to play. The childminder uses effective settling-in arrangements to help her to develop a strong bond with every child. For example, she gathers detailed information from parents before each child starts and uses this to help her nurture their well-being. Children are familiar with the daily routines. For example, they know they need to take their shoes off when they come indoors and help to tidy away some of the toys before they eat. Children learn how relationships work; they demonstrate friendly behaviour and are keen to initiate conversation.

Outcomes for children are good

All children make at least good progress from their starting points. They are motivated to learn and follow instruction well. Older children excel in mathematics. They show curiosity about number use, and are eager to complete calculations and use the language of size and quantity during discussions. Young children understand complex sentences and develop a wide range of physical skills. For example, outdoors, they maintain their balance as they kick a large ball. Children acquire some of the essential skills for their future learning.

Setting details

Unique reference number	EY382687
Local authority	Hertfordshire
Inspection number	10063605
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 October 2015

The childminder registered in 2008. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children and holds an appropriate qualification at level 3.

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