

Inspection date	11 February 2015
Previous inspection date	14 January 2010

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 has good teaching skills. For example, she engages children in conversations throughout play and her gentle questioning extends each child's vocabulary. Consequently, children make good progress towards the early learning goals.
- The childminder provides a wide range of toys and activities that promote children's all round learning and development. Children remain engaged for extended periods of time and gain the necessary skills that they require for their future learning.
- The childminder is very supportive of children's individual needs. She sensitively encourages them to try new things that they have previously been reluctant to do, such as messy play. As a result, children flourish with confidence and are motivated to learn.
- The childminder's knowledge of safeguarding is secure. She is fully aware of her responsibilities, including who she must report any concerns to. Therefore, she consistently protects children's safety and welfare very well.
- Children are very happy in the childminder's care. They confidently share their thoughts and opinions, and the childminder takes the time to listen to what they have to say. Therefore, she consistently supports children's emotional well-being very well.
- Partnerships with parents are very strong. The childminder provides them with extremely detailed accounts of children's learning and care. Parents say that reading children's reports are 'one of the highlights of their week'.

It is not yet outstanding because:

- On occasions, the childminder does not promote all opportunities to fully extend children's mathematical knowledge.
- The childminder has not fully explored further ways to exchange information directly with other providers who share the care of children, in order to support children's learning to the very optimum.

What the setting needs to do to improve further

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

- maximise all opportunities to promote children's understanding of shape and size, and support them to solve mathematical problems for themselves in order to increase their critical thinking skills
- expand the partnerships with all other settings that children attend, so that children's continuity of learning and good progress is maximised.

Inspection activities

- The inspector observed children taking part in a range of activities and she spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector saw evidence of the suitability checks for the childminder, her assistant, and those persons over the age of 16 years living in the household.
- The inspector looked at children's assessment records, policies and procedures and the childminder's self-evaluation form.
- The inspector conducted a joint observation with the childminder.
- The inspector has taken account of the views of parents, as recorded in reference letters provided by the childminder.

Inspector

Katherine Hurst

Inspection findings

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

The childminder consistently responds to children's interests and plans activities based on what they like. This means that they enjoy their time at her setting. The childminder supports children's understanding of numbers. For example, she encourages them to count the number of people in their family. This helps to develop their mathematical knowledge. However, she does not consistently promote their understanding of shape and size. For example, when children ask her to put a toy in a bag, the childminder explains that it will not fit. Consequently, children do not always learn to think critically or how to solve problems for themselves. The childminder understands the importance of working closely with other early years providers to support children's continuity of care and learning. She currently shares such information through the children's parents. Therefore, she has not fully considered ways to maximise her support for children by seeking direct contact with the other providers, so that she can work more closely with them.

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

Children's behaviour is very good, because the childminder consistently reinforces her expectations. For example, she reminds them to say 'please' and 'thank you' when they are given something. The childminder supports children to share toys with each other, such as felt tip pens when they are drawing pictures. This helps to develop children's ability to play cooperatively with others. Children enjoy stroking the childminder's rabbits and they know that they must be gentle. The childminder reminds children that they must wash their hands after touching animals, which promotes their good health. Children enjoy playing outside in the fresh air, including going for walks around the local area. They visit the park on a regular basis, and develop their physical skills by climbing on the large pieces of equipment. This helps to encourage children to take risks in their play, while knowing that the childminder is close by to provide assistance, if necessary.

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

The childminder has a good understanding of the Early Years Foundation Stage. This includes how to support her assistant to ensure that she also has a good knowledge of the legal requirements. The childminder understands that modelling good practice, and providing training for her assistant will help to ensure that children's learning and care needs are consistently well met. She regularly reviews the effectiveness of her setting in order to make improvements, where necessary. For example, the childminder identifies the importance of extending her assistant's understanding about how children learn. This will help to ensure children's continued good progress. The childminder regularly extends her professional development, for example, she has recently completed training about phonics. From this, she has enhanced her teaching in this area of learning to support children to develop their early reading and writing skills. Therefore, the childminder uses the knowledge she gains from training courses to promote children's learning and development.

Setting details

Unique reference number	EY393543
Local authority	Hertfordshire
Inspection number	859532
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	14 January 2010
Telephone number	

The childminder was registered in 2009 and lives in Berkhamsted. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder employs one assistant.

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