

Childminder report

Inspection date	4 July 2019
Previous inspection date	4 February 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 childminder is committed to making improvement and welcomes the views of others to help continually reflect on her provision. She recognises her strengths and some areas where she can enhance her practice further.
- Children develop a warm and secure relationship with the childminder and enjoy the time that they spend with her. For example, as the childminder reads their chosen stories they ask to brush her hair. They enjoy looking through journals of their learning and become animated as they talk about the experiences they have had.
- The childminder is responsive to children's individual needs and swiftly adapts her routine to accommodate these. For instance, she recognises when children do not feel their usual self and provides them with the option to take an early rest.
- Children have plenty of opportunities to access fresh air and take part in physical exercise. For example, the childminder takes children to local parks to climb apparatus and regularly visits the nearby wildlife park and indoor soft-play facilities. This helps to promote children's good health.
- Parents are very happy with the care the childminder provides. They describe her as professional, fun loving and hardworking. Parents say their children are developing very well and that they are forever grateful for the childminder's continual updates and dedication.
- The childminder has not fully considered the available opportunities to constantly improve her good standard of teaching even further.
- On occasion, the childminder steps in too readily during children's activities to redirect their learning without allowing them sufficient time to work things out by themselves.

What the setting needs to do to improve further

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

- make the most of available opportunities to further enhance teaching practice
- review the level of support provided to children during planned and chosen activities, to make the best possible use of timely opportunities for them to persevere and learn independently.

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 or working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through 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 the signs and symptoms that may indicate a child who is at risk of harm. She knows the correct procedures to follow to promote children's welfare. The childminder's robust risk assessments ensure children remain safe when in her care. For example, she ensures there are suitable pushchairs and car seats available for the children as they complete the walk to school or go on any outings. The childminder uses a range of ways to keep her knowledge up to date and maintain good-quality teaching. For example, she regularly meets with other childminders to share ideas for good practice and attends network meetings with a focus on the childcare sector. The childminder oversees the practice of her assistant to ensure that this also remains of a good quality. She has established effective links with staff at other settings children attend.

Quality of teaching, learning and assessment is good

The childminder knows the children well and has a good knowledge about the skills they need to develop next. She puts a great deal of thought and effort into the activities that she provides to ensure that they offer children of all ages suitable challenge. For example, with a focus on mathematics, she encourages the older children to count numbers in sequence and introduces younger children to the language of size. Children enjoy the responsibility of small tasks and welcome praise for their achievements. For example, they ably fill up large plastic bottles with water as they prepare to make slime. The childminder supports children to take measured risk. For instance, when children express a wish to stand in the mixture, instead of searching for dinosaurs, she carefully supports them to climb in and explore how this feels.

Personal development, behaviour and welfare are good

The stimulating and well-organised environment enables children to make choices in their play. Children are well behaved, polite and often use their manners unprompted. The childminder teaches children how some actions can impact on others. This helps them to develop care and concern for other people and animals. Children benefit from many more activities to help build their social skills and learn about people in the wider world. For example, the childminder helps to run a weekly childminding group. She embraces this opportunity to organise group activities on a larger scale and explore any cultural celebrations of the children who attend. Children become independent in managing their personal needs. For example, older children begin to use the toilet and wash their hands with minimal support.

Outcomes for children are good

Children are working comfortably within the typical range of development expected for their age. They follow instruction well and have the confidence to speak about their interests and ask inquisitive questions. Older children show a keen interest in writing and maintain good concentration as they ask to practise their number and letter formation. They competently sound out the letters of their name. Children gain some of the essential skills that they require in readiness for school.

Setting details

Unique reference number	EY405218
Local authority	Hertfordshire
Inspection number	10106387
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	12
Number of children on roll	9
Date of previous inspection	4 February 2015

The childminder registered in 2010. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She occasionally works with an assistant.

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