

Inspection date	11 March 2015
Previous inspection date	11 June 2012

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

- Teaching is good because the childminder understands how to promote children's learning during play. As a result, children make good progress in their development.
- The childminder helps the children to complete a chart each week that shows a new food to be tried each day. Children mark the chart with a happy or sad face to show whether they liked the taste or not. Such everyday activities help children to gain more understanding of nutrition and provides an opportunity for them to discuss eating healthily.
- Children are interested in some natural wildlife. For example, they place bird feeders in the garden and view them through the window, and the childminder helps to identify the birds using the internet. Consequently, children become aware of some natural life around them and understand that technology may be used to find information.
- Children learn to behave well and are kind to others because the childminder is a good role model for them and has reasonable expectations. She also makes sure that parents are fully involved and agree with her positive methods to ensure consistency for children.
- The childminder works closely with other settings that children attend, in order to help their learning experience to be consistent.

It is not yet outstanding because:

- The childminder does not make the very best use of information gathered from parents to help children to make optimum progress in learning.
- Children do not yet have regular planned opportunities to fully explore their local community and similarities and differences across wider society.
- Opportunities for learning are not as rich in the outdoor environment throughout the year as they are indoors.

What the setting needs to do to improve further

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

- enhance the already good planning, so that it includes more sharply focused links regarding information gathered from parents about children's achievements made at home, to support their progress to the very optimum
- broaden opportunities for children to gain a greater awareness of their local community, the wider society and the world around them, to maximise their understanding and interest
- extend opportunities for children to explore the outdoor, natural environment to enhance their physical development, good health and understanding of the natural world.

Inspection activities

- The inspector observed activities in the childminder's house and talked with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector discussed with the childminder the activities that had been carried out during the inspection.

Inspector

Lynne Talbot

Inspection findings

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

Children are engaged in their learning because the childminder uses information gained through observation to plan activities that build on their interests and underpin learning. For example, the childminder provides activities, such as role play with farms, puzzles of farm animals and creating cotton wool sheep, to build on children's observed interest in animals. Children are supported to make choices about their play, and this means that they become motivated to learn. The childminder encourages the youngest children's communication because she listens carefully to them as they begin to repeat words back to her. Books with flaps to lift, materials to feel and buttons to press help the youngest children to become interested in sharing books and develops early literacy. As a result of the childminder's teaching, children are prepared for a move to pre-school or school.

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

Children develop a good awareness of personal hygiene because the childminder introduces them to simple routines. For example, children climb onto the stool at the sink to wash their hands when the childminder begins to prepare their snack. As a result, children become confident and independent. Children are physically active. They enjoy walks, activity groups and some play in the garden. However, outdoor activities are not as rich and diverse all year round, as those indoors, in order to support those children whose preferred learning style is outdoors. The childminder works closely with parents at the beginning of contracts. She provides flexible settling-in arrangements and seeks all relevant information from parents to help her provide care that meets children's individual needs. The childminder provides some activities that support children's understanding of the world. For example, they complete activities linked to Australia Day and other cultural celebrations. However, broad activities to maximise children's interest in the world around them are not yet planned regularly to enhance their awareness of diversity.

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

The childminder demonstrates that she understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder attends all required training to improve her overall knowledge. Her self-evaluation is insightful. For example, she incorporates the views of children into her development by asking them to record and identify aspects of her care that they enjoy, and activities they would like her to provide. Consequently, the childminder shows a strong commitment to improve. Safeguarding procedures are robust because the childminder undertakes training frequently. The childminder offers information to parents that helps them to support children's learning at home. For example, she shares a daily diary with them and a progress check between the ages of two and three years to monitor all children's progress. She also displays her planning to involve parents further. However, while information is shared, the childminder does not always fully include details of children's achievements at home to plan for even further progress in learning.

Setting details

Unique reference number	EY411745
Local authority	Hertfordshire
Inspection number	851218
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	11 June 2012
Telephone number	

The childminder was registered in 2010 and lives in Stevenage. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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