

Childminder Report

Inspection date

28 November 2016

Previous inspection date

28 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 effectively promotes children's well-being. The flexible settling-in procedure and sharing of information with parents, help to support the children to form close bonds with her.
- The childminder has developed close working relationships with staff at other settings and schools that children also attend. She regularly exchanges information to promote a collaborative approach to children's care and learning.
- The childminder promotes children's communication and language development very well. She demonstrates effective listening skills and expands children's vocabulary by introducing words that relate to their play.
- The childminder undertakes regular professional development to extend her knowledge and skills, and to continually improve the quality of teaching. She has attended training to keep up to date regarding guidance on how to protect children from harm.
- Parents report that they have seen their children progress since being in the care of the childminder. They state that the childminder provides children with a good range of healthy meals and snacks. Parents feel that the daily feedback keeps them informed and helps them to feel involved.

It is not yet outstanding because:

- The childminder does not always use the information from her observations and about children's prior knowledge and skills to offer even more challenge and to support them to excel in their learning.
- The childminder does not actively use the views of the parents and children regularly to help her strengthen her provision and practice even further.

What the setting needs to do to improve further

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

- use the information gathered from observations and about children's prior knowledge more precisely, offering more challenge to extend their learning even further
- strengthen the process for self-evaluation to regularly include the views of parents and children, to help identify strengths and areas for future improvement.

Inspection activities

- The inspector observed children in their play indoors, and during their interaction with the childminder.
- The inspector spoke to the childminder about how she plans for children's learning and how she works with parents and others who also care for the children.
- The inspector looked at the childminder's documentation and children's records.
- The inspector discussed with the childminder how she has maintained her skills and developed her knowledge of her role.
- The inspector discussed the childminder's self-evaluation and looked at evidence of the suitability of adults in the home.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to promote children's safety and well-being. She knows what to do if she has concerns about their welfare. The childminder is aware of the signs of abuse and her duty to prevent children from being drawn into situations which put them at significant risk of harm. Parents and the childminder work closely together. Strong communication keeps both parties up to date about children's changing needs. The childminder and co-childminder work in partnership and plan together to ensure children are supervised well and to support their learning and development. They have daily meetings where they discuss all children to ensure that they working consistently in the care they provide for children.

Quality of teaching, learning and assessment is good

The childminder observes, assesses and monitors each child's ongoing progress. Children of all ages enjoy an exciting range of activities. Even the youngest children spend extended periods of time engaged in learning. For example, they use their hands to methodically mix paint and glitter, which they closely examine before handprinting their personalised bauble for the Christmas tree. Children are keen to participate in activities and benefit from the childminder's focused involvement in their play. For example, as they pretend to prepare lunch, the childminder helps to extend children's mathematical skills as she asks questions about the temperature and amount of food they prepare.

Personal development, behaviour and welfare are good

Children move safely around the childminder's main house, garden and summerhouse with ease, showing that they are happy and secure in her and the co-childminder's care. They have good opportunities to develop their social skills in order to support them when they move on to nursery and school. For example, children attend local groups where they learn to develop relationships with other children. They effectively learn about healthy lifestyles. They enjoy being physically active in the garden and enjoy spending time outdoors visiting the local parks. The childminder protects children well on outings and helps them to understand how to keep themselves safe. For example, children learn road safety and to stay close to the childminder when they are walking on the pavement. She teaches them how to behave near dogs when out in the community and within her own home. Children benefit from freshly prepared meals and the childminder takes their individual dietary needs into account. The childminder teaches children to share, giving them clear explanations and reminders at appropriate times. Children are well behaved and they show increasing self-confidence and independence skills.

Outcomes for children are good

Children make good progress from their starting points. They are confident and enthusiastic learners. They gain the necessary skills to support their eventual move on to school. For example, they quickly learn to recognise different mathematical concepts, such as size and shape in their play. Children demonstrate good levels of engagement and concentration.

Setting details

Unique reference number	EY424516
Local authority	Hertfordshire
Inspection number	1078416
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	28 January 2013
Telephone number	

The childminder was registered in 2011. She lives in Stevenage, Hertfordshire and works with her husband who is also a registered childminder. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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