

Childminder report

Inspection date	28 November 2018
Previous inspection date	12 August 2014

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 childminder is proactive in sourcing ways to keep her knowledge up to date and help support children's continued progress. For example, she attends regular courses to maintain her good-quality teaching and has long-term plans to enhance her practice even further.
- Children learn new words rapidly and use these in communicating. The childminder introduces young children to describing words, such as 'cold', 'squishy' and 'squashy'. She uses repetition well to help extend children's emerging vocabulary. Older children are keen to talk about what they did at nursery.
- The childminder skilfully re-shapes planned activities to follow children's interests. For example, she welcomes children's requests to include a baby doll in exploring the texture of soft dough.
- The childminder promotes children's emotional well-being. She makes suggestions to parents and works closely with them to tailor individual strategies for each child. This helps to build on children's levels of confidence as they face new situations.
- The childminder uses a range of ways to involve parents in their children's learning. For instance, parents access ongoing information about their child's achievements through an online software system. Parents say the childminder is wonderful and provides their children with a home-from-home environment.
- Children are not fully involved in the evaluation of the childminder's practice, to drive continual improvement in the best way possible.
- At times, when children are free to choose activities for themselves, the childminder does not make the most of opportunities to build on their curiosity and imagination.

What the setting needs to do to improve further

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

- broaden the evaluation of practice further, looking at ways to include the views of children who attend, to contribute to the drive for continual improvement
- provide children with even more opportunities to build on their levels of curiosity and imagination.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and reviewed how she uses an online software system.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, and evidence of the suitability of persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents and carers, through discussions on the day and the written feedback provided.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The childminder develops effective relationships with the other settings that children attend. For instance, she borrows resources from the school nursery to enhance the activities that she provides. She links activities closely to the nursery curriculum for older children. The childminder completes precise assessments of children's learning and accurately tracks the progress of different groups of children. She uses this information well to ensure any gaps in learning are targeted and swiftly close. Her current focus is to increase the interest of boys in writing activities and help the girls to build on their levels of self-confidence. The arrangements for safeguarding are effective. The childminder has refreshed her knowledge of child protection issues. She knows the correct procedures to follow if she has any concerns about children's welfare. The childminder supports her assistant and makes sure she understands her role and responsibilities.

Quality of teaching, learning and assessment is good

Planned activities are well thought out. The childminder has a clear knowledge of the skills children need to develop next and the different ways in which they learn. For example, on the walk to school she collects twigs with children who favour real-life resources, to use in a planned activity. Children use their smaller physical skills to break the twigs into different sizes and carefully place these to make a twig person. The childminder encourages children to learn to name parts of the body, such as their arms and nose. Children show an interest in other children's play and listen to one another as they initiate conversation. Children enjoy constructing tracks for their trains as they slot pieces of wood together.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. They know the daily routines and anticipate what comes next. For example, they take off their shoes as they come in from nursery and eagerly wash their hands in preparation for lunch. The childminder actively promotes equality and diversity. She helps children to manage the different feelings that they have, take turns with other children and learn about people in the wider world. The childminder teaches children how to keep themselves safe. For example, she clearly explains to children how to use one-handed tools as they prepare to cut out pictures. Children receive clear messages from the childminder about why it is important to take regular drinks and wear additional layers of clothing in colder weather. This helps to promote children's good health.

Outcomes for children are good

All children make good progress and are working comfortably within the range of development typical for their age. They are motivated to learn and keen to express their preferences. Children show a sense of will and determination, yet ably cooperate with simple boundaries. They develop an early interest in books and enjoy sharing their favourite stories with parents at home. Children use numbers in their play and begin to count in sequence. These are just some of the essential skills children acquire in readiness for the next stage of their learning.

Setting details

Unique reference number	EY430863
Local authority	Hertfordshire
Inspection number	10069433
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	6
Number of children on roll	10
Date of previous inspection	12 August 2014

The childminder registered in 2011 and lives in Bricket Wood, St Albans. She operates all year round from 7.45am until 6pm, Monday to Friday. The childminder is registered to work with an assistant and offers funded early education for two-, three- and four-year-old children.

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