

# Childminder report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 11 December 2018 |
| Previous inspection date | 16 March 2015    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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**

- Parents are very positive about the childminder. They state they are well informed about their child's day and the progress they make. They believe their children enjoy a wide range of stimulating activities and that they have lots of fun.
- The childminder is caring, supportive and kind. Children settle quickly and form strong bonds with her. They confidently explore the toys and resources and enjoy cuddles with the childminder.
- The childminder conducts her practice in a professional manner. She is experienced, knowledgeable and well organised. She is committed to provide children with good-quality care and meaningful learning experiences.
- Children make good progress. The childminder knows the children well and follows their lead in play to help them learn and develop. She adapts activities well to reflect children's individual stage of development and emerging interests.
- Children behave well. The childminder gives clear explanations, and lots of praise and encouragement to help children understand what is expected. This helps children to develop good levels of self-esteem.
- The childminder is enthusiastic in her role to help children. However, sometimes she is overly helpful and does not always support children to do things of which they are capable of for themselves.

## What the setting needs to do to improve further

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

- give children more opportunities to gain independence and do things for themselves.

### 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.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living 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

Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of safeguarding procedures up to date. She confidently fulfils her role to protect children from harm and knows what to do should she have any concerns about a child's welfare. The childminder reflects on her practice regularly and reviews the progress children make. She gathers the views of parents to help her to evaluate her practice. The childminder is keen to continue to develop her knowledge and skills. She works well with other professionals to share both her knowledge of children's specific needs and effective strategies she gains from training to support them. The childminder provides parents with a clear range of policies and documentation which underpins her practice to promote children's health, safety and welfare.

### Quality of teaching, learning and assessment is good

The childminder observes children as they play to help her identify their next steps in learning. Children benefit from the childminder's clear speech and precise pronunciation to help them make good progress in their communication and language development. The childminder's interactions with children are playful and purposeful. These help to engage children and support them to concentrate well. Children confidently talk about the different toy trains and vehicles they push around the floor. They understand how the magnets work to pull carriages along the track. Younger children explore the different sounds wooden shakers make. They show an interest and enjoyment in books. The childminder provides narrative to children's play. She reads stories, pointing to and naming objects in the pictures. The childminder frequently uses songs and rhymes in play. This helps children to develop good skills to support their interest in literacy.

### Personal development, behaviour and welfare are good

The childminder is calm and patient. She provides a homely environment where children thrive. Children freely self-select from a wide range of resources and toys. They enjoy regular outings in the local community to toddler groups and the local parks. The childminder helps children to develop a good understanding of the benefits of a healthy lifestyle. For instance they play games and talk about healthy foods. Children enjoy running fast and they recognise the changes this makes to their breathing and heart rate. The childminder provides children with interesting activities to help them learn about traditions and cultures that are different to their own. For instance, children explored traditional Indian materials when they learnt about Diwali.

### Outcomes for children are good

All children make good progress and are working in line with age-related expectations. Children are curious and ask questions to help them learn and understand. They learn how things work, such as when they press buttons on toys to make toy animals pop up. Children develop their creativity as they decorate Christmas trees using glue and identify sparkly paper shapes, such as circles and triangles. Children gain key skills to support the next stage in their learning and the eventual move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY438460                                                                          |
| <b>Local authority</b>             | Hertfordshire                                                                     |
| <b>Inspection number</b>           | 10060551                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 16 March 2015                                                                     |

The childminder registered in 2011 and lives in Stevenage. She operates all year round from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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Manchester  
M1 2WD

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