

Childminder Report

Inspection date

18 September 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 welcomes children's views to inform her planning and tailors activities to suit their preferred style of learning. Children learn quickly how toys work, using their imagination as they become involved in role play with the childminder.
- The well-qualified childminder supports children's speech and language skills, she uses a clear tone of voice and offers frequent praise for their contributions. Children learn new words rapidly and express their likes and dislikes from a young age.
- Children's well-being is promoted. The childminder gathers detailed care information when children first start, helping them experience a smooth move into her home. She completes a daily diary to support the two-way flow of information with parents and ensure children's individual needs are met.
- Meals are balanced and nutritious, and complemented by the freshly-laid eggs the children collect from the childminder's hens. In addition, children have many opportunities for outdoor learning within a safe and supervised environment to promote their good health.
- Partnerships with parents are well established. Parents contribute information about what children know and can do, and are aware of the activities children take part in so they can extend their learning at home.

It is not yet outstanding because:

- Occasionally, the childminder steps in too readily to redirect children's play without allowing them sufficient time to determine and enjoy their own chosen games.
- Opportunities for children to learn about the cultures and traditions of other communities and families are not fully explored.

What the setting needs to do to improve further

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

- enhance the teaching practice so that it is highly responsive to children's direction of play and consider timely moments to extend the learning
- provide even more opportunities for children to fully embrace the experiences of communities and families beyond their own.

Inspection activities

- The inspector observed children's activities indoors and outdoors. She talked to the childminder and children at appropriate times throughout the inspection.
- The inspector observed adult-led activities and jointly discussed the intentions and learning outcomes of these with the childminder.
- The inspector sampled the childminder's documentation, including policies, a self-evaluation form, training certificates and children's learning journals.
- The inspector took account of the views of parents through discussions on the day and recently completed questionnaires.
- The inspector saw evidence of the suitability of all persons living on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The childminder completes effective self-evaluation to identify her strengths and areas for improvement. Future plans to implement and evaluate newly purchased resources are in place to further enhance children's communication and language development. This follows a review of the learning programmes and the progress different groups of children make. In addition, the childminder has secured the use of a local allotment. She aims to offer further activities to help increase children's understanding of growth and decay. The arrangements for safeguarding are effective. The childminder is aware of her responsibility to protect the welfare of the children in her care and ensure the suitability of any adults they come into contact with. She uses the internet and her established links with other providers to ensure she meets all the requirements of the Early Years Foundation Stage and other government requirements.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge of how to promote the learning and development requirements. Children choose freely from a wide range of interesting experiences, planned to build upon their current interests. This leads to even the youngest of children maintaining their attention span for long periods of time. However, occasionally, the childminder appears overly-keen as she joins in to extend children's play. This results in interruptions to the direction of children's chosen games. The childminder completes purposeful observations and welcomes information from the schools that children attend to support their next steps in learning.

Personal development, behaviour and welfare are good

Children relish their time with the childminder and have developed secure attachments to her. They are self-assured, eager to learn and explore the stimulating environment with confidence. Children show independence as they assess and manage their own risks. The childminder offers clear guidance on her rules and boundaries in the home. This helps children learn appropriate behaviour, and to value and respect others. The childminder learns songs in children's home language and uses relevant books to support children who speak an additional language. However, she has not fully used opportunities to explore the cultural traditions of the children in her care to provide an even wider range of learning experiences. Hygiene procedures are robust as the childminder follows strict care practices to reduce the risk of cross-infection.

Outcomes for children are good

The childminder completes regular detailed assessments of children. This enables her to identify and quickly address any gaps in their learning and development. As a result, children make good overall progress and develop the key skills needed in readiness for school.

Setting details

Unique reference number	EY442201
Local authority	Hertfordshire
Inspection number	959445
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2012 and lives in Letchworth Garden City. She operates all year round predominantly from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder is available for additional hours and bank holidays through prior arrangement. She holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children and supports children who speak English as an additional language.

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