

Childminder Report

Inspection date

4 February 2016

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's quality of teaching is good. She understands how children develop and provides a broad range of play experiences. The childminder makes frequent observations of children. These build towards a clear record of assessment and help her to plan for children's next steps in learning.
- The childminder talks to children about their extended families. They celebrate Australia Day, taste Sri Lankan foods and enjoy activities linked to a variety of festivals. Children have opportunities to look at maps of different parts of the world. All of this helps children to broaden their understanding of diversity beyond their immediate family.
- Children show clear enjoyment in sharing books with the childminder. They are animated and eagerly talk about the characters in the stories. Children begin to retell parts of the story together and notice the words that rhyme. The childminder successfully helps children to develop their interest in reading.
- The childminder promotes children's well-being effectively. She works hard to form close bonds with parents and children during settling-in periods which are flexible to accommodate their needs. She helps children to establish a feeling of emotional security and ably promotes their learning.

It is not yet outstanding because:

- The childminder does not work as effectively as possible with all other settings that children attend, to ensure continuity in children's learning and enhance their progress further.
- Although the childminder builds good relationships with parents, she does not always make the best use of information from them about their children's achievements at home, in order to enrich the planning of activities so that children make rapid progress.

What the setting needs to do to improve further

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

- build on the partnerships with other settings that children attend to more effectively support continuity in their learning
- make better use of information from parents about children's learning at home in order to further enrich the planning of activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, observation and assessment documentation and the safeguarding procedures.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector took account of the views of parents as provided in documentation.
- The inspector reviewed the childminder's self-evaluation methods.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the signs and symptoms that might indicate a cause for concern about children's welfare, and how to report such concerns. She completes clear risk assessments and keeps parents informed about children's well-being in a variety of ways, including using online communication. This is the childminder's first inspection since her registration and she has developed effective methods of self-evaluation. For instance, she uses a notebook to record her thoughts and aid her to reflect on daily practice. She seeks feedback regularly from parents to help her continuous improvement. The childminder attends networking meetings that enable her to extend her knowledge. She finds and attends relevant training in order to better support the children she cares for. For example, she recently completed training aimed at promoting boys' development more effectively.

Quality of teaching, learning and assessment is good

The enthusiastic childminder offers well-planned activities. Children are encouraged to play cooperatively and to develop their imagination. They enjoy role play and represent what they see around them, such as dressing up and being a doctor. Children eagerly explore materials, such as malleable dough, and use simple tools to cut and shape it. They confidently name shapes and correctly use simple mathematical terms, such as big and little. The childminder builds on children's developing interest in shapes. She offers shape cutters in the dough and, later on, provides opportunities for sticking with shapes to reinforce their learning. The stimulating home environment is rich in labels, words and letters. The childminder promotes children's interest in identifying initial letters and their sounds. She helps children to recognise numerals and successfully fosters their developing language skills and interest in number.

Personal development, behaviour and welfare are good

Children respond well to the childminder's calm, caring approach. She acts as a good role model and helps children to develop positive attitudes towards others. Children learn that good hygiene routines are important. When they are washing their hands, the childminder helps them to think about why they are doing so. She helps them to understand the link between germs and good health, and she promotes children's independent self-care skills. Children are physically active. They attend regular social activities with the childminder and build their confidence within new settings and larger groups. Children enjoy trips by bus and train to many places in the community, such as museums, local parks, London and the zoo. These activities are used successfully by the childminder to help children learn about the wider world. The childminder effectively nurtures children's emotional security in readiness for starting school.

Outcomes for children are good

All children make good progress given their starting points. The childminder reviews their progress closely and plans activities that motivate them to learn. Children acquire and practise the skills needed for the next steps in their learning, including school.

Setting details

Unique reference number	EY460545
Local authority	Hertfordshire
Inspection number	939501
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2013 and lives in Watford. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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