

Childminder Report

Inspection date

9 April 2018

Previous inspection date

11 March 2014

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

- Children show that they are happy and confident in this vibrant environment. They build secure emotional attachments to the childminder as they express their affection for her. Children give her a cuddle and say, 'I love you', which the childminder reciprocates.
- The childminder provides children with stimulating experiences that ignite their curiosity and help them to make good progress. Children play an active part in planning. The childminder provides them with good opportunities to express their individual interests and they help her to choose new resources to complement their activities.
- The childminder has strong relationships with parents. She involves them in every aspect of children's learning.
- The childminder organises many activities throughout the year that parents participate in with their children. For instance, parents recently joined their children on a mini safari led by an environmental expert. This has been successful in supporting ideas for learning about the environment at home.
- The dedicated childminder focuses well on her role. She is currently working towards achieving a qualification at level 3. This has increased her knowledge of providing an inclusive environment when effectively managing children's individual dietary needs.

It is not yet outstanding because:

- The childminder has not explored further ways to build partnerships with all other settings that children attend, to fully support continuity in children's learning.
- The childminder does not always provide children with opportunities to freely express themselves and fully explore their own ideas as they participate in planned creative activities.

What the setting needs to do to improve further

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

- strengthen the partnerships with all early years providers that children attend
- enhance opportunities for children to freely express their own ideas using a range of media, to fully promote their creativity and sensory exploration.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 and her co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to and interacted with children during the inspection.
- The inspector took account of the views of parents through written feedback provided and reviewed the childminder's self-evaluation.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The childminder and co-childminder work very well together. They complement each other's skills and deploy themselves effectively to help ensure that children remain safe at all times. Safeguarding is effective. The childminder is knowledgeable and understands how to recognise possible signs and symptoms of abuse. She is confident with the procedures to follow should she have concerns about a child's welfare. The childminder regularly reflects on the service she provides, seeking the views of parents and children. This ensures that she acts effectively to address any areas for improvement. The childminder carefully reviews children's progress to swiftly identify and address any gaps in their learning.

Quality of teaching, learning and assessment is good

Children demonstrate that they are keen to learn and persevere at challenging tasks. For instance, children work out through trial and error, the best method to release a ball that has become wedged in a bucket. The childminder skilfully identifies spontaneous opportunities to help enhance children's understanding of the world and their language skills. For example, she immediately responds to children's interest as they hear several passing trains. This motivates them to use complex sentences to recall previous experiences of travelling on a train and share stories about their families. The childminder consistently adapts her language according to children's level of understanding.

Personal development, behaviour and welfare are good

Mealtimes are a positive social experience. Children listen to each other as they excitedly share stories and talk about what they are looking forward to. The childminder helps children to understand where food comes from and what is good to eat. Children plant and nurture a selection of fruit and vegetables. They follow a good hygiene routine and understand the reasons for doing so. Children learn good independence skills and successfully manage their own personal needs from an early age. For instance, they wipe their own faces after eating, blow their noses and dispose of tissues hygienically. The childminder displays children's creations around the dedicated and stimulating playroom. This helps children to feel a sense of belonging. Daily access to the indoor soft-play area and inviting outdoor area helps children to develop good physical skills.

Outcomes for children are good

Children develop good mathematical skills. They begin to learn about the concept of time and the language associated with it, for instance, 'o'clock', 'quarter past' and 'half past'. Children recall stories, are beginning to blend some letter sounds to create words and identify the difference between upper and lower-case letters. All children acquire the key skills required for their move on to school and some children gain very good skills.

Setting details

Unique reference number	EY467222
Local authority	Hertfordshire
Inspection number	1102655
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	14
Name of registered person	
Date of previous inspection	11 March 2014
Telephone number	

The childminder registered in 2013. She works with a co-childminder, who is her mother, from her mother's home in Stevenage. The childminder operates from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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