

Childminder Report

Inspection date

19 June 2018

Previous inspection date

2 April 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

- The childminder provides an exciting and stimulating environment, both indoors and outside, that supports children's development in all areas of learning. In addition, children attend weekly toddler groups, rhyme time and enjoy visits to the woods and park to enhance their learning.
- Methods of teaching are good. The childminder has high expectations of the children and what they can achieve. They are encouraged to 'have a go' and they make good progress in their learning.
- The childminder knows the children well. She is aware of their likes, dislikes and personal preferences. She responds attentively to babies' non-verbal communications, swiftly meeting their needs. Children are well cared for.
- The childminder provides a safe environment for children to explore and play. She is aware of the children's stage of development and the hazards involved. She provides soft areas for babies who are learning to move, to ensure their safety and comfort.

It is not yet outstanding because:

- The childminder is not fully successful in encouraging all parents to share information regularly about children's achievements and learning at home.

What the setting needs to do to improve further

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

- engage parents in sharing ongoing information about their child's development and achievements at home, to enhance children's learning experiences further.

Inspection activities

- The inspector observed activities, both inside and outdoors.
- The inspector looked at samples of children's records and other documentation, including policies and procedures.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of parents' views through written feedback provided on the day.
- The inspector had a tour of the areas of the premises used for childminding purposes.

Inspector

Karen Peters-Amphlett

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates a strong desire to improve continually. Evaluation of the setting is effective. Children and parents form an integral part of the process. Recently, the childminder has introduced an allotment to the outdoor area, enhancing children's understanding of growth and decay and where their food comes from. This also inspires the children to try new foods. The childminder is committed to her own professional development. Recent training on working with babies has seen the introduction of more sensory activities to develop the children's exploratory impulse and their senses. Safeguarding is effective. The childminder implements rigorous procedures to ensure that children are cared for in safe environment.

Quality of teaching, learning and assessment is good

Assessment of children's learning is thorough. The childminder knows exactly what the children can do and the next stage in their learning. The childminder plans a wide variety of exciting activities that provides children with challenge and inspires them to learn. Children learn how to use and develop control over tools during a painting activity. For example, the childminder models how to use the equipment and supports children to make marks in the paint with a roller. The childminder provides a narrative to the children's play, extending their communication and language skills. She also extends their learning by slowly and sensitively adding resources, maintaining their engagement in learning. Babies make sense of the world around them through exploring musical instruments. For example, they learn about cause and affect as they shake and hit the different instruments. The childminder has a strong relationship with staff at the local pre-school where children also attend. Information on children's learning is shared, providing a consistent approach to learning.

Personal development, behaviour and welfare are good

Children have formed strong bonds with the childminder. She has a very relaxed and caring nature, to which the children respond well. Children enjoy cuddles on her lap and seek her out for comfort when they are unsure of new situations. Children are happy and confident in her home. The childminder provides an effective settling-in process, tailor made to the needs of the child and their family. Children settle quickly and feel secure. The childminder is a positive role model to the children, demonstrating positive and warm interactions at all times. She praises the children for their achievements, which they respond to with beaming smiles, building their confidence and self-esteem.

Outcomes for children are good

Children make good progress in all areas of their learning and development. They achieve the milestones typical for their age. Children leave the childminder's care well prepared for the next stage in their learning. They become independent, for example, babies learn to feed themselves and drink from an open cup with support.

Setting details

Unique reference number	EY467472
Local authority	Hertfordshire
Inspection number	1102671
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	2 April 2014
Telephone number	

The childminder registered in 2013. She lives in Croxley Green, in Rickmansworth, Hertfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

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