

Childminder Report

Inspection date

20 January 2017

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 observes children's skills and assesses their next steps in learning. She has a good understanding of their needs. For example, children learn about their bodies. They enjoy singing and dancing to action songs that challenge them to point out different parts of their bodies. Children have fun and learn with interest.
- Teaching is good. The childminder plans activities to promote children's learning through play. For example, children learn about their community. They are visited by a police officer, a fireman and a nurse, then they role play how these professionals help us.
- The childminder discusses children's routines and personal requirements with parents. She is attentive towards children and ensures that they are comfortable by tailoring her practice to their needs. Children settle well in her care.
- The childminder effectively promotes children's health. She provides them with nutritious meals, teaches them about good hygiene and supports their independence. Children exercise and enjoy outdoor play and fresh air. They learn about keeping healthy.
- The childminder risk assesses her house and outings and teaches children about personal safety. For example, children learn to hold hands when walking to school and to use the stairs safely. Children learn to be attentive and listen to the childminder.

It is not yet outstanding because:

- The childminder obtains limited information from parents about children's skills and learning at home. Children's continuous support between home and her provision is not fully enhanced at all times.

What the setting needs to do to improve further

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

- obtain from parents more detailed information about children's learning at home to help support the good progress they make with the childminder.

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 joint observations of activities with the childminder.
- The inspector held discussions with the childminder and looked at relevant documentation, such as evidence of the suitability of household members and childminder. She also looked at the childminder's training and qualification.
- The inspector discussed the process for self-evaluation with the childminder.
- The inspector took account of the views of parents through written feedback.

Inspector

Karinna Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder participates in safeguarding training and keeps her knowledge in line with current legislation. She knows the possible signs of abuse and understands the procedures for referrals of concerns. The childminder provides parents with her policies and asks them for their views and suggestions. She uses their input as part of her reflective practice and continuous improvement. The childminder establishes effective links with other settings and schools that children attend. The childminder actively participates in training and works with other professionals to improve her skills and knowledge. She regularly introduces new ideas for children.

Quality of teaching, learning and assessment is good

The childminder helps children to develop their skills across all areas of learning. Children learn through adult-led and independent play. For example, they enjoy nature walks and collect different leaves. They explore their textures and with paint they use the leaves to make prints on paper. The childminder effectively supports children's interests. She promotes reading and children have their favourite books. For example, children enjoy a story about caterpillars and observe the life cycles of caterpillars and butterflies. The childminder links children's indoor and outdoor play well. For example, children are learning about numbers and during outings, they find numbers in print in the environment. The childminder knows children well and supports their needs through varied educational programmes. Children's needs are met and they make good progress.

Personal development, behaviour and welfare are good

The childminder works well with parents to support children's emotional well-being. Children are happy in her care and share good bonds with her. The childminder praises children with enthusiasm to build on their self-esteem and confidence. She is a good role model, promoting positive manners and she has high expectations of children, who learn to be kind and mindful towards others. Children behave well. They show good social skills. The childminder provides them with opportunities to interact and play with other children. They enjoy play dates and playgroups. Children learn about cultures and festivals. They learn about their diverse community and life in Britain.

Outcomes for children are good

Children access a range of toys, resources and planned activities that promotes their needs and interests. For example, their interest in building is extended and challenged as they analyse how to build using different blocks. Gaps in children's progress are targeted through activities. There is a strong focus on promoting children's language and communication, using simple English and clear speech. Children, including those who speak English as an additional language, communicate well. They use the vocabulary they learn during play. For example, they say the colours of the blocks they play with and count them up to five. Children enjoy ongoing opportunities for drawing, writing and develop mathematical skills through counting and problem-solving activities. Children develop their skills across all areas of learning and are prepared for school well.

Setting details

Unique reference number	EY481309
Local authority	Hertfordshire
Inspection number	993307
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Hemel Hempstead. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language.

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