

<b>Inspection date</b>	29 January 2015
Previous inspection date	6 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder and her assistant have a good understanding of their safeguarding responsibilities, including how to deal with child protection concerns. This means they protect children and provide a safe environment in which they can play and learn.
- Children are happy and approach their play with enthusiasm. The childminder actively involves herself in their games and makes good use of her interactions, discussions and questioning to support children's early communication and language skills effectively.
- Educational programmes cover the seven areas of learning. The childminder works closely with parents and skilfully builds on children's interests and abilities to support them all in making good progress in their learning and development. This prepares them well for the next stage in their learning.
- Children enjoy affectionate relationships with the childminder, her assistant and her family. The childminder promotes children's emotional well-being very effectively and they have a strong sense of belonging. As a result, children are confident and settled.
- The childminder makes very good use of the outdoors and the local community to extend children's learning experiences. She takes them for frequent walks to local parks and the library. She has a dog, keeps chickens and regularly visits an allotment to help children to experience and gain an understanding of living things and the natural world.

### It is not yet outstanding because:

- Opportunities for younger children to explore and investigate using all of their senses are not fully maximised. This is because they do not always have easy access to a good range of everyday objects and natural materials when playing indoors.
- The childminder's monitoring of her assistant is not yet sharply focused on identifying a variety of ways in which she can support her to further improve her knowledge, understanding and teaching skills.

## What the setting needs to do to improve further

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

- enhance the opportunities for younger children to investigate using their senses, for example, by introducing a range of natural, everyday items for them to explore, such as wooden objects, metal utensils, feathers, fabrics and scented materials
- extend further the monitoring of the assistant's practice and support given to ensure the good quality of teaching already achieved is enhanced further, in order to raise children's attainment to the highest level.

### Inspection activities

- The inspector viewed all areas used by children.
- The inspector observed the childminder and her assistant playing and interacting with the children.
- The inspector spoke to the childminder, her assistant and children throughout the inspection as appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety. She also checked evidence of suitability of the childminder, her assistant and other people living at the premises.
- The inspector took account of the written views of parents and carers included in the childminder's documentation.

### Inspector

Lucy Sumner

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder fully understands how young children learn and what they can achieve. She has a secure knowledge of how to support children's learning and development through play. She makes accurate assessments of children's progress and correctly identifies their next steps in learning. The childminder provides a varied range of interesting experiences that meet all children's individual learning needs. For example, the children delight in playing with jelly, using their hands to mix the colours and balancing it on spoons to move it from one bowl to another. As they explore the texture and behaviour of the jelly, the childminder supports each child to describe how it feels and moves. This results in children being motivated learners. Young children use a variety of interactive toys and show real enjoyment as they press buttons that make lights flash and music play. However, there is room to extend the range of everyday and natural materials provided to allow children to explore using their senses, to enrich their play and learning even further.

### **The contribution of the early years provision to the well-being of children is good**

The childminder places a strong emphasis on promoting children's personal, social and emotional development. This means they are confident, develop strong relationships and behave very well. The childminder regularly attends playgroups with the youngest children. This allows them to develop their social skills. As a result, children are emotionally well prepared for the next stage of their learning. Healthy lifestyles are promoted and, although parents provide all snacks and meals, the childminder gives guidance as to what constitutes a healthy day's food. Children access their own drinks when they are thirsty. The childminder places a high priority on children's independence and she supports them well in managing their personal needs. For example, children have opportunities to cut up their bananas and pour their own drinks, and they practise washing and drying their hands.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder is well organised and thorough in her record keeping. All the legally required policies, procedures and records are in place. The childminder has developed some effective ways to work in partnership with parents. She exchanges relevant information to support the children's ongoing care and development. This promotes continuity and a shared approach. Parents' comments about the care and learning provided are overwhelmingly positive. The childminder identifies strengths and weaknesses to inform priorities for improvement. Consequently, she is able to develop her practice and improve outcomes for children. The childminder has a childcare qualification. This means that the children are benefiting from her specialist knowledge. However, she has not yet fully embedded a system for regularly evaluating the impact of her assistant's practice. As a result, she sometimes misses opportunities to support her to develop further and improve her knowledge, understanding and teaching skills.

## Setting details

<b>Unique reference number</b>	155740
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	864018
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 January 2009
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Oxhey Village, near Watford. She works with an assistant and operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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