

Inspection date	3 March 2015
Previous inspection date	23 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder uses effective teaching methods, such as, repetition, modelling language, open-ended questioning and use of visual cues to support children's emerging communication and language skills.
- The childminder has effective partnerships with parents, which supports children's learning at home. She encourages them to share information about what their child can do to help her in identifying their starting points. Parents contribute to their child's learning record by adding comments and observations from home.
- The childminder provides a broad range of resources and activities that reflect children's interests and are accessible to the children; enabling them to make choices about their play and gain some of the basic skills they need to be ready for school.
- Children follow good hygiene routines. They enjoy nutritious snacks and home-cooked meals, which promote their good health.
- The childminder has a secure knowledge and understanding of safeguarding practices and fully understands her role in keeping children safe.
- The childminder has strong links with the other early years settings that children attend, sharing information with the child's key person initially. They regularly discuss and share the children's next steps, so that the childminder can link this to her planning. As a result, children have consistency and are able to consolidate their learning within both settings.

It is not yet outstanding because:

- The childminder does not always make the most of routine and the environment to promote opportunities for older children to understand that print has a meaning and to begin to recognise letters and words, such as their name.
- The childminder does not always seek the views of parents and others when evaluating what could be improved at the setting.

What the setting needs to do to improve further

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

- maximise opportunities to develop older children's skills in recognising letters and words, such as their name, as part of the daily routine, for example, by providing more labels with print within the environment
- enhance the system for evaluating practice by including more opportunities to review and act upon the suggestions and ideas of parents and others.

Inspection activities

- The inspector observed activities in the childminder's house and viewed areas of the home used for childminding.
- The inspector spoke with the childminder and the children present and reviewed an activity with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Lindsay Hare

Inspection findings

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

The childminder has developed her systems for observation and assessment so that they clearly show children's progress. She completes an overview summary each term, which helps her to identify the next steps to incorporate into her future planning. For example, she has purchased additional resources to support her in developing children's number recognition, as identified in her observations of children and from sharing information with nursery. The childminder links activities to children's interests, for example, using animal sounds and singing songs to promote communication and language in young children. She uses everyday routines to support children's early counting skills, for example, counting as they put their arms into their sleeves in their coat. The childminder does not maximise all opportunities for children to begin to recognise letters or their name, because there is a lack of labels and print within the environment. During outside activities, children's physical skills are promoted. For example, they patiently wait their turn as they learn to manoeuvre their bodies up the steps to the top of the slide. They take great enjoyment in pushing the soft toy down the slide for each to try and catch.

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

The childminder gathers detailed information from parents to assist her in understanding and consistently meeting children's individual needs. She mirrors their home routines and interests, providing a sense of familiarity for children, which effectively promotes their emotional well-being. Children develop their social skills and confidence as they mix with others at the childminding setting and toddler groups. The childminder encourages them to be independent, helping to tidy away the toys and putting on their coats to go outside. She engages children in role-playing nursery and school routines, such as, taking the register, listening to stories and attends 'transition days' with children. This prepares them for their move on to nursery and school and their next stage of learning. The childminder ensures children spend time outdoors each day, either playing in the garden or visiting the local park.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She regularly reviews risks in her home and when going on outings to ensure children are kept safe from harm. The childminder's clear reflection on her practice leads to changes that improve the provision for children. Although, the childminder seeks the views of parents, she does not always use these to full effect in her evaluation. The childminder continually builds on her knowledge through her links with the children's centre and attending the childminding network group. She uses relevant websites to keep up to date with any changes to current guidance. This has a positive effect on improving her planning, by extending the learning opportunities she offers children. The childminder consistently monitors children's progress, enabling her to identify any areas where they need further support.

Setting details

Unique reference number	404325
Local authority	Hertfordshire
Inspection number	869017
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23 April 2009
Telephone number	

The childminder was registered in 1993 and lives in Puckeridge. She operates from 7.30am to 5.30pm, Monday to Friday, term time only and in school holidays by arrangement.

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