

**Inspection date**

1 April 2015

Previous inspection date

11 December 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 supports children's mathematical development well. For example, while planting potatoes, she uses language to compare the different sizes of the potatoes and counts how many scoops of dirt are made. Therefore, children are gaining an awareness of mathematical concepts in a practical way.
- The outdoor environment is highly stimulating for the children. A wide selection of resources promote children's learning in all areas. For example, a big, permanent painting easel allows children to make large and small movements with paint. This supports their physical development and early-writing skills, as well as their creativity.
- Children have many opportunities to practice their personal-care skills. The childminder encourages them to put on their own shoes and they are eager to follow the routine of washing their hands. Consequently, children are learning to become independent.
- The childminder reflects on her practice to make meaningful improvements. She uses a variety of self-evaluation tools to identify actions that support children's learning. This supports her to maintain good provision.

### It is not yet outstanding because:

- On occasion, the childminder does not encourage children to explore resources and problem solve for themselves. This means that children's independent thinking is not always optimised.
- The childminder does not consistently engage parents to support children's next steps in learning at home. Consequently, children's learning is not being embedded at every possible opportunity.

## What the setting needs to do to improve further

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

- enhance opportunities for children to solve problems more independently when exploring resources
- develop further the engagement of parents in supporting children's learning, with particular reference to children's next steps in learning, so that their development is being enhanced at all opportunities.

### Inspection activities

- The inspector observed general play and the snack routines indoors, in the cabin and in the outside area.
- The inspector looked at evidence of the suitability of the childminder, and a range of other documentation. First-aid and safeguarding training certificates were also viewed.
- The inspector held joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector reviewed the childminder's self-evaluation.
- The inspector took account of the written views of parents and those spoken to on the day of inspection.

**Inspector**  
Elke Rockey

## Inspection findings

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

The childminder observes children and links this to appropriate guidance to identify next steps in their learning. She plans activities well for children to make good progress. The childminder shares her assessments of children's learning with parents on a regular basis. While books are sometimes borrowed by families and parents bring items in for activities, the childminder does not consistently engage parents to support children's next steps in learning at home. Consequently, children's learning is not being reinforced at every opportunity. The childminder plans a broad range of opportunities for children to explore. She carefully arranges the cabin and garden, creating different areas. Consequently, children freely move around while engaging in stimulating activities. The childminder has a good understanding of how to support children's learning. She gives them time to investigate, explore their surroundings and become fully engrossed in independent play. This prepares them for their next stage of learning. However, on occasion, she does not always allow children to find the solutions to problems while exploring different materials and the effect they can have. For example, while trying to place pasta pieces on paper without glue, the childminder suggests that the child puts more glue on before the child is able to come to their own findings.

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

Children show clear attachments to the childminder and feel secure and confident in her care. They behave well because she has clear boundaries and offers praise for good behaviour. The childminder gathers vital information from parents to maximise the well-being of children. For example, she carefully considers children's allergies when planning cooking activities and menus. She actively encourages children to make healthy choices and has strict hygiene procedures in place. As a result, children are becoming aware of how to keep themselves healthy.

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

The childminder refreshes her knowledge regularly about all topics that may affect her business. She seeks out training and new information in order to ensure she is operating within the current requirements. For example, recent training on how to develop children's finger muscles has led to implementation of new activities. The childminder has good safeguarding knowledge. She is clear about which procedures to follow should she have a concern about a child or if an allegation is made about herself. This means she effectively safeguards children. Risk assessments are comprehensive; the childminder uses these to ensure her premises and all outings are as safe as possible for the children. Partnership with other settings that children attend are strong. The childminder exchanges information with teachers to promote continuity of learning for children. The childminder regularly gathers ideas from parents and incorporates these into her action plan. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She ensures that children's individual needs are effectively met.

## Setting details

<b>Unique reference number</b>	162284
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874988
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 December 2009
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Bishops Stortford. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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