

Childminder Report

Inspection date

7 May 2015

Previous inspection date

11 March 2010

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 quality of teaching is good. The childminder provides fun, high-quality learning experiences for children, both indoors and outside. She ensures these reflect children's interests. As a result, children are highly motivated and eager to explore their surroundings. They are developing the key skills for the next stage of their learning.
- The childminder supports children to develop their knowledge of the world and environmental issues very well. For example, they help her sort out the household recycling.
- Children's sense of well-being and belonging is strong, because the childminder forms secure emotional attachments with them. She works closely with parents to find out about children's starting points and care needs. This contributes to children feeling very settled and secure.
- The childminder takes account of the views of parents. Their written comments are positive about the care and activities the childminder provides and the positive impact this has on children's development.
- The childminder demonstrates a strong understanding of how to protect and safeguard children. Through putting into practice good policies and procedures, she actively promotes children's safety and welfare.

It is not yet outstanding because:

- In some instances, the plentiful resources are not labelled to optimise children's ability to make decisions and choices. Consequently, children are not always able to find the resources they need to complement their learning.
- Books and toys that reflect positive images of different people and communities are not widely available to extend upon children's understanding of diversity.

What the setting needs to do to improve further

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

- extend children's access to the good resources still further, for example, by providing clear labelling on baskets, using words and/or pictures
- enhance children's understanding of people and communities even more, for example, by providing more books and resources reflecting positive images of other cultures.

Inspection activities

- The inspector observed the childminder engaging in activities with children and talked with her about children's learning.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members and a range of other documents, including the safeguarding policy.
- The inspector took account of the views of parents as recorded in written documents and from the childminder's self-evaluation form.

Inspector

Jill Hardaker

Inspection findings

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She provides a range of resources to support children's learning and development. These are regularly rotated according to children's interests. However, not all resources are clearly labelled to help children find what they need to extend their learning. Young children have many opportunities to explore sensory materials, such as water. They enjoy filling and emptying containers and using bottles to squirt water on the window. The childminder supports their mathematical development as she talks about 'full' and 'empty'. The childminder makes use of festivals and special celebrations to enable children to develop an understanding of the world. However, children do not always have access to a broad range of resources, such as books, to see more positive images of other cultures. The childminder uses her good knowledge of the children and regular observations to inform her assessments and plan for children's next steps. Consequently, children are developing into competent learners in preparation for their move to nursery and school.

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

The childminder provides a caring and nurturing environment, where children are happy and settled. Children are content to play and explore on their own. They are aware of when they need support and actively seek out the childminder to ask her for help. The childminder demonstrates that she understands the stages of development of each child as she effectively challenges them in their learning. Children have continual access to stimulating experiences in the outdoor environment. The childminder provides opportunities for children to plant fruit and vegetables. Furthermore, she uses her allotment to help children understand how food grows. The children enjoy being able to eat their own produce and learn about foods which are good for them. Children develop their physical skills by using ride-on toys in the garden and accessing large play equipment in the local park. These good experiences support children very well in developing the skills that they need to adopt a healthy lifestyle. Regular meetings with other childminders help children to develop good social skills as they play with other children their own age.

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

The childminder is confident about child protection procedures, which protects children's welfare. She regularly reflects on her practice; this helps her to maintain the already good standards of care she provides for the children. The childminder sources professional development opportunities to refresh her good knowledge and understanding of how to support children's ongoing needs. For example, training she recently attended had a positive impact on the way she carries out the progress check for children aged between two to three years. The childminder uses discussions with parents to seek their views of her practice and she reflects on these for future development. She effectively monitors her educational programmes and assessments of children. As a result, she identifies gaps in children's learning and ensures she effectively addresses them.

Setting details

Unique reference number	EY384588
Local authority	Hertfordshire
Inspection number	858878
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	11 March 2010
Telephone number	

The childminder was registered in 2008. She operates all year round from 7.30am until 6pm, Monday to Friday, during school term times.

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