

Childminder Report

Inspection date

8 May 2015

Previous inspection date

7 March 2011

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 has a good understanding of children's interests, and she provides a wide variety of learning experiences. For example, as children show an interest in trains, she provides a toy train track with a variety of engines. Furthermore, they go on visits to ride on a model train and they watch real trains from the nearby station.
- The childminder makes best use of everyday routines to hold meaningful conversations with young children. For example, they stand at the window to watch the dustbin lorry reverse down the road. The childminder talks to the children about the flashing lights and encourages them to listen to the sounds.
- Children settle with the childminder and her family very well, and have good attachments with them. The childminder is very caring and attentive to their needs. This enables the children to explore the environment with confidence.
- The childminder is confident about her role in safeguarding children, and is aware of the action to take, and whom to contact, should she have any concerns regarding children's welfare.
- The childminder gains information from other settings children attend. For example, she finds out what topics they are covering and she plans activities to complement children's learning.
- The childminder takes account of the views of parents. Parents' written comments are positive about the care and activities the childminder provides and the positive impact this has on children's development.

It is not yet outstanding because:

- The childminder does not always gain information from all parents about what they know about their children's learning at home, in order to inform her good assessments of their development.

What the setting needs to do to improve further

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

- promote children's good learning even more, for example, by encouraging all parents to share the progress their children make at home, to promote a consistent approach to their learning.

Inspection activities

- The inspector observed the childminder engaging in activities with children, and spoke 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 information from parents as recorded in written documents, and viewed 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 good range of activities to support children's learning and development across the seven areas of learning. Children have free access to toys and resources, which allows them to make choices and to initiate their own play and learning. For example, as children use large foam puzzles pieces, they pretend they are computers. The childminder supports their imaginative development by asking them what they are doing on their computers. As young children plant peas, the childminder models counting to them, as she counts how many peas go in the pot. Consequently, the childminder effectively supports children to gain the necessary skills for their next stage of learning, such as at nursery or school. The childminder regularly observes and assesses children's learning, and she shares the progress children make with parents. This includes the mandatory progress check for children between the ages of two and three years. However, the childminder does not always consistently find out, from every parent, what children do and achieve at home, to maximise her support for children's learning.

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 have regular access to the garden and nearby parks, where they use equipment to develop their physical skills and have fun in the fresh air. The childminder uses her allotment to help children understand how healthy food grows. For example, children plant vegetables seeds and regularly water them. These experiences support children very well in developing the skills that they need to adopt a healthy lifestyle. Children enjoy sharing their learning journeys with visitors to the setting. They happily recall the outings and activities they have shared with the childminder. Important care information, such as children's dietary needs, is shared well between the childminder and parents. As a result, children's individual needs are consistently met and there is effective continuity of care.

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

The childminder has a secure knowledge of how to keep children safe. She continually reviews risks in the environment and on outings. The childminder shares her policies and procedures with parents when they register with her. This enables parents to understand how she meets all the legal requirements. The childminder regularly reflects on her practice. This helps her to maintain the already good standards of care and education she provides for the children. She demonstrates a strong drive to continuously improve her knowledge and understanding of how children develop. For example, she sources training on topics, such as promoting positive behaviour, to help her to fully support parents in managing children's behaviour. The childminder effectively monitors her teaching strategies and assessments of children. As a result, she identifies gaps in learning and ensures that she effectively reduces them.

Setting details

Unique reference number	EY415185
Local authority	Hertfordshire
Inspection number	851590
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	7 March 2011
Telephone number	

The childminder was registered in 2010. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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