

Childminder Report

Inspection date

12 May 2015

Previous inspection date

13 May 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 has a secure knowledge and understanding about how children learn and develop. Teaching is effective because she plays alongside children, skilfully encouraging their concentration and helping them to be excited to learn.
- The childminder provides a very good provision for outdoor play and children have many valuable opportunities to explore and develop their physical skills. Children excitedly splash in puddles and learn to take manageable risks as they bump down a low step on their sit and ride toys.
- The childminder effectively monitors children's learning to ensure that they make as much progress as they can. This includes preparing for the progress check for children between the ages of two and three years when appropriate.
- The childminder fosters strong attachments with the children and they form close bonds with her. She has long-term relationships with the families, which helps them to feel safe and secure. This supports children's emotional well-being successfully.
- The childminder has a good understanding of how to protect children from harm. She is fully aware of the procedures to follow if she has concerns. She has completed paediatric first-aid training. This enables her to deal with children's minor accidents swiftly and calmly.

It is not yet outstanding because:

- The childminder does not always use a wide range of strategies, such as action songs and rhymes, to encourage children to learn about the rhythms of speech.
- The childminder does not always make best use of opportunities for children to practise their self-care skills.

What the setting needs to do to improve further

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

- enhance children's interest in making sounds, for example, by providing more opportunities to act out and sing action songs and rhymes, to help them to learn about the rhythms of speech
- support younger children's increasing self-care skills, for example, by encouraging them to put on coats and boots, and attend to fasteners.

Inspection activities

- The inspector observed activities on the ground floor of the premises, the garden and she talked with the children.
- The inspector undertook a joint observation with the childminder.
- The inspector talked to the childminder at various times throughout the inspection and looked at a sample of the children's records of learning.
- The inspector checked evidence of the suitability and qualifications of the childminder and viewed her self-evaluation and improvement plan.
- The inspector also took account of the views of parents through the references provided for the inspection and the childminder's parental questionnaires.

Inspector

Sheila Harrison

Inspection findings

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

The childminder gathers initial information from parents at the outset of care and effectively observes and assesses children's development. This ensures that the childminder has valuable information about children's starting points. She effectively uses this information to plan for their continuing progress. This helps them to be ready for the next stage of learning and, eventually, for school. The childminder plans activities that include all areas of learning and promote children's development effectively. For example, she demonstrates to children how to dampen the foam shapes on a sponge to help them to stick on a picture. She encourages them to persevere and this helps them to learn new skills and be motivated to learn. The childminder competently supports children's language development by speaking clearly and slowly. She constantly talks to them and repeats what they say. The childminder shares books with children. However, she does not always introduce a range of action songs and rhymes to help young children to become more aware of the rhythms of spoken language.

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

Children learn to play confidently in the company of others as the childminder takes them to toddler groups on a regular basis. The childminder is a good role model by being respectful to the children and she thanks them for helping each other. She encourages young children to behave well and share with others. She provides a wide range of resources. This includes two identical bicycles to help children to avoid conflict. Children enjoy valuable trips to local parks and attractions to learn about the world around them. The childminder teaches children to become independent as she encourages them to wash their own hands and faces, and to find their own coats and boots. However, the childminder does not always offer the younger children opportunities to develop their skills in personal care. For example, children are not always encouraged to put their feet into their boots for themselves or pull up their own zips.

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

The childminder has a positive approach to developing her practice. She regularly updates her knowledge and skills through training and sharing ideas for good practice. For example, the childminder has developed a mud kitchen following a course on outdoor learning. As a result, she is improving children's learning through practical and enjoyable experiences. The childminder has strong and effective relationships with parents and the other settings that children attend. There is frequent sharing of information about children's care and learning that helps to ensure a consistent approach. She fully informs parents of her risk assessments to ensure children's needs are met and they are kept safe. The childminder regularly sends children's learning records home for families to share. Parents report that they greatly appreciate this information of their children's activities and progress.

Setting details

Unique reference number	402417
Local authority	Hertfordshire
Inspection number	868975
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	13 May 2009
Telephone number	

The childminder registered in 2001 and lives in Hatfield, Hertfordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
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