

# Childminder Report

## Inspection date

1 June 2015

Previous inspection date

3 March 2011

<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 demonstrates a good understanding of her role and responsibilities regarding child protection. She is fully aware of the signs and symptoms of abuse and neglect, and knows how to proceed if she has any concerns about a child.
- The childminder has many years of experience. She recognises the different ways in which children learn and knows how to address their individual needs. Teaching is therefore, good. The childminder provides a wide range of learning experiences that are purposeful and inspire children to learn in a fun environment.
- Children have a lovely rapport with the childminder because she is kind and very caring towards them. As a result, they form secure attachments and feel safe in her care. This has a significantly positive impact on their emotional well-being.
- The childminder actively involves herself in children's play. She makes good use of her interactions, interventions and questioning to support children's early communication and language skills effectively. This means that children who speak English as an additional language are able to make rapid progress in their learning of key words and phrases.
- The childminder shares information with parents verbally on a daily basis and at regular consultation meetings, when she also shows the children's assessment records. She works very closely with parents and other settings the children attend to promote continuity and a shared, joined-up approach to children's learning and development.

### It is not yet outstanding because:

- The childminder has not fully extended her range of resources to provide younger children with regular opportunities to enhance their sensory and investigative development and to think more creatively.
- The childminder does not always provide children with opportunities to develop an understanding of how to manage age-appropriate risks and challenges.

## What the setting needs to do to improve further

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

- enhance the provision of resources with no set purpose, for example, natural materials and everyday household objects, such as wooden and metal utensils, feathers, fabrics and scented items, for younger children to investigate and explore independently, in order to further extend their imaginary play and sensory development
- help children learn about danger and keeping themselves safe, by providing suitable opportunities for them to independently undertake some age-appropriate tasks that carry an element of risk, for example, using knives to spread butter or cut sandwiches.

### Inspection activities

- The inspector viewed all areas used by children.
- The inspector observed the childminder playing and interacting with the children.
- The inspector spoke to the childminder and children throughout the inspection as appropriate.
- The inspector looked at children's assessment records.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety. She also checked evidence of the suitability of the childminder and other adults living at the premises.
- The inspector took account of the written views of parents and carers included in the childminder's documentation.

### Inspector

Lucy Sumner

## Inspection findings

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

Children make good progress in all areas of their learning and development. This is because the childminder spends time observing their skills and interests. She uses this information to assess and monitor their progress and identify next steps in learning. The childminder knows the children very well. She is skilful at motivating and encouraging them to persevere to finish a task, such as a puzzle, to gain the feeling of satisfaction at having done so. She engages children in conversation that interests them and that makes connections to themselves and their interests. Children show good coordination as they fit puzzle pieces together and make train tracks. The childminder is sensitive to children's needs and knows when to give a child time to work something out or when to intervene. For example, as children try to connect train engines and carriages with magnets that are repelling one another, she sits back to allow them to solve the problem on their own. Eventually, without a fuss, they realise that they simply need to turn the engine around. Young children use a variety of interactive toys and show real enjoyment as baby dolls and soft toys talk and laugh at the press of a button. However, there is room to improve the range of everyday and natural materials provided, to allow younger children to explore using their senses and to enrich their imaginary play and creative thinking even further.

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

The childminder places a strong emphasis on promoting children's personal, social and emotional development. This means they are confident, develop strong relationships and behave very well. The childminder regularly attends toddler groups with the youngest children. This allows them to develop their social skills. As a result, and together with their positive learning experiences, children are well prepared for the next stage of their learning or school. Healthy lifestyles are promoted through nutritious snacks and meals and plenty of exercise in the fresh air. The childminder is very aware of the need to keep children safe. She works extremely hard to provide a thoroughly safe environment. She continually assesses and minimises risks to ensure children are free to explore in her home and garden, and during activities and outings. By doing so, however, she occasionally overprotects the children and denies them the chance to learn how to take managed age-appropriate risks and to keep themselves safe.

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

The childminder ensures that she has up-to-date knowledge of the requirements of the Early Years Foundation Stage. She benefits from excellent support and training from a local childminding group. This has helped her to improve her practice to ensure good outcomes for all children. The childminder's documentation and records are well organised and regularly reviewed. She evaluates all aspects of her practice and reflects on the service she provides for children and parents, regularly identifying and addressing areas for improvement. The childminder's relationships with parents are very good. Parents' comments about the quality of service and care are overwhelmingly positive.

## Setting details

<b>Unique reference number</b>	130283
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874875
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 March 2011
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Croxley Green. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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