

Childminder Report

Inspection date

9 June 2015

Previous inspection date

2 May 2012

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

- Teaching is good because the childminder provides children with opportunities to play uninterrupted with resources that engage and interest them. As a result, they learn to concentrate and persevere for extended periods of time.
- The childminder carries out regular observations of children's learning and development. She uses this information to plan for children's next steps in learning. As a result, children make good progress in all areas of learning. This prepares them well for pre-school and school.
- The childminder and her assistant are good role models. They are kind and caring towards the children. This means that children are comfortable in their presence, snuggling in for cuddles or to have a story read to them. Consequently, children's well-being and confidence are promoted.
- Children's language and communication skills are well promoted as the childminder engages in discussion with them constantly. As a result, they build their vocabulary and learn to develop more complex language structures.
- The childminder demonstrates a good understanding of how to safeguard children. She describes the signs and symptoms of abuse and knows whom to contact in the event of a concern about a child's welfare. She has effective procedures in place with regard to the use of technology in her home, including password-protected computers and mobile phones.

It is not yet outstanding because:

- The childminder does not gather fully comprehensive information from parents about what children already know and can do when they first join the setting. This means that she does not have all relevant information needed to form a precise assessment of children's starting points.

What the setting needs to do to improve further

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

- strengthen arrangements for gathering information from parents about what children already know and can do when they join the setting to determine clear starting points from which to plan for their future learning.

Inspection activities

- The inspector observed activities in the childminder's home and discussed them with the childminder.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector took account of the views of parents as provided through written questionnaires and feedback.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability of adults working and living in the childminder's home.

Inspector

Anne Bell

Inspection findings

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

The childminder skilfully supports the children's investigations. She allows children time to explore independently, intervening at appropriate times to extend their ideas. For example, when children explore dried pasta, she questions them about the shape and length of the pieces. She also adds jugs and whisks so that younger children can explore the sounds that the dried pasta makes. As a result, children are highly engaged in the activity and concentrate for considerable periods of time. When children start attending the childminder's setting, parents provide information about their child's interests and their likes and dislikes. However, this does not yet include parents' observations of their child's stage of learning and development so that activities can be even more closely matched to children's needs from the very start.

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

There is a broad range of resources and toys that children can choose from freely. This promotes their independence and allows them to develop their own ideas and creativity. Children learn to express their preferences by choosing what to do. This means that opportunities for children to lead their own learning are maximised. Children learn about the benefits of fresh air and exercise as they play outside or visit the local parks each day. The childminder promotes children's understanding of healthy eating by providing nutritious snacks time and meals. Children learn about good hygiene practices as they wash their hands before snack and after using the toilet. The childminder provides each child with their own towel, so that the risk of cross-contamination is minimised. As a result, children's welfare is effectively promoted. The childminder has established good relationships with local nurseries and schools. This means that children can move smoothly between the childminder's home and their other settings.

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

The childminder monitors children's development to ensure that all areas of learning are covered and that children are making good progress. She carries out the progress check for children between the ages of two and three years in a timely fashion and shares this record with parents and carers. The childminder has good procedures in place to support the ongoing evaluation of her work. This includes feedback from parents. This means that she identifies her strengths and any areas for development. The childminder is committed to her professional development and seeks out further training and networking opportunities. The childminder effectively monitors the work of her assistant. She has procedures in place to provide in-house training and supervision so that the assistant is fully informed about how to implement the requirements of the Early Years Foundation Stage. This means that children receive a consistent approach from all the adults in the setting. The childminder has established effective partnerships with parents. Written feedback demonstrates that parents are highly appreciative of the service that the childminder provides.

Setting details

Unique reference number	EY436163
Local authority	Hertfordshire
Inspection number	853724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	2 May 2012
Telephone number	

The childminder was registered in 2011 and lives in St. Albans. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant on some days of the week.

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