

Childminder Report

Inspection date

4 June 2015

Previous inspection date

4 April 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 promotes children's learning because she has a good understanding of the Early Years Foundation Stage. She follows children's interests through monthly topics and extends or adapts these as appropriate. For example, she talks to keen learners about the different features of worms and snails, yet recognises and allows children time to direct their own play.
- Effective partnerships with other providers support continuous learning for each child. The childminder makes bee houses with children and covers life cycles in line with their current nursery topic of bugs. In addition, she continues activities recommended by educational specialists to ensure any gaps in children's speech and language close rapidly.
- The childminder works closely with parents to follow the care practices at home. She introduces positive strategies, such as sticker rewards to recognise and encourage children's further achievements. This supports children to manage their own personal needs and gain skills for independence.
- The childminder completes risk assessments on all outings and identifies hazards on the walk to school to ensure they take the safest route. Furthermore, she completes regular safeguarding training so that she can effectively promote children's welfare and know what to do in the event of any concerns.

It is not yet outstanding because:

- The childminder does not always provide children with challenging learning opportunities to support their development in mathematics.
- The childminder does not consistently use all available opportunities to fully promote children's understanding of healthy lifestyles.

What the setting needs to do to improve further

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

- enhance teaching of mathematics, for example, by completing focused training to develop children's skills and offer them consistent challenge
- maximise opportunities to develop children's awareness of safe-hygiene practices, to contribute towards their understanding of leading healthy lifestyles.

Inspection activities

- The inspector observed children's activities indoors and outside. She talked with the childminder and children at appropriate times throughout the inspection.
- The inspector observed adult-led activities and discussed the intentions and learning outcomes with the childminder.
- The inspector sampled the childminder's documentation, including policies, a self-evaluation form, training certificates and children's learning journals.
- The inspector took account of the views of parents and carers through discussions on the day and recently completed questionnaires.
- The inspector saw evidence of the suitability of all persons living on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

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

The childminder displays a good quality of teaching and provides children with a wide range of stimulating resources to cover the seven areas of learning. Older children make choices from a book showing alternative toys available that are unsuitable for small children. This demonstrates how the childminder ensures activities are challenging for each child. Children use their smaller physical skills as they manipulate the soft dough. They learn how tools can be used as they create their designs, then eagerly join in with the childminder as she begins to sing. They clearly enjoy these interactions. The childminder informs parents of the activities children take part in and their response to these. As a result, they can continue the learning at home. The childminder helps older children to complete simple calculations and practise their early writing skills in readiness for school. However, occasionally the childminder does not offer children consistent challenge to optimise their mathematical development, for example, by introducing children to shapes and sizes during planned activities. Nonetheless, the childminder completes precise assessments on all children to inform her planning and identify any areas where children may require extra support. This promotes their good progress.

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

Children are happy, secure and aware that they can receive comfort and reassurance as and when they feel they need to. This supports their emotional well-being and helps develop their confidence so that they can fully benefit from their environment. Children are aware of the daily routines and know what comes next as the childminder provides them with clear explanations. She encourages children to develop self-help skills as they wash their hands before all mealtimes and after playing in the sand. In addition, the childminder uses separate bedding for each child and stores their personal care items individually. However, she does not always provide children with explanations about why they follow safe-hygiene practices to fully promote their understanding of healthy lifestyles. Nonetheless, the childminder provides children with a range of outdoor toys to practise their physical skills, which promotes their good health.

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

The childminder continually reflects on and improves her practice. For example, she now ensures children receive a well-balanced learning programme to support their development. In addition, she regularly reviews children's progress and toy preferences so that she may rotate the resources to cover all aspects of learning. She monitors the learning and development requirements well and keeps herself up to date. This contributes to her effective self-evaluation, in addition to parents' views, which she welcomes through daily discussions and questionnaires. The childminder draws on many ideas from her links with other professionals to provide children with stimulating experiences. However, she has not yet considered ways to enhance her good quality teaching to promote children's mathematical development to the maximum.

Setting details

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|------------------------------------|---------------|
| Unique reference number | EY262946 |
| Local authority | Hertfordshire |
| Inspection number | 872695 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 11 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 4 April 2011 |
| Telephone number | |

The childminder was registered in 2003 and lives in St. Albans, Hertfordshire. She operates all year round from 7.45am to 6pm, Monday to Thursday and 7.45am to 5pm on a Friday, except for bank holidays and family holidays. The childminder works with her husband who is also a registered childminder.

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