

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 demonstrates a good quality of teaching, and understands the learning and development requirements well. He engages children in role play to develop their imagination and playfully uses rhyming words in many interactions. Children delight in correcting him and develop a positive attitude to learning.
- Children's individual care needs are met well as the childminder gathers detailed information from parents before each placement. In addition, a gradual increase in the hours spent with the childminder, means that children settle smoothly into a routine. He quickly recognises children who may be overtired or unwell and calms them with a cuddle and a story to support their emotional needs.
- Partnerships with parents are well established as the childminder uses daily discussion to promote the two-way flow of information. This effectively promotes each child's learning and development, and allows parents to share any concerns they may have. Parents express how happy they are with the care provided and the flexibility that they are offered.
- Safeguarding measures are robust as the childminder is aware of his responsibility to record and report any child protection concerns. In addition, he carries out rigorous risk assessments on the areas children use and removes any identified hazards or risks.

It is not yet outstanding because:

- The childminder has not yet fully evaluated the learning programmes that he provides, to further improve the outcomes for different groups of children.
- On occasion, more-able children are not consistently encouraged to do things for themselves, such as peeling their own fruit to further promote their growing independence.

What the setting needs to do to improve further

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

- focus more precisely on using the rigorous assessments to regularly review the learning programmes for different groups of children, in order to further raise their outcomes
- maximise the opportunities for more-able children to develop their skills for independence, for example, by routinely peeling their own fruit at mealtimes.

Inspection activities

- The inspector observed children play, and the snack and lunchtime routines. The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of all persons living on the premises, and a range of other documentation, including first-aid and safeguarding training certificates.
- The inspector held joint discussions with the childminder, in relation to observations of children's play, learning and progress.
- The inspector reviewed the childminder's self-evaluation.
- The inspector took account of the views of parents and carers, through discussions on the day of the inspection and recently completed questionnaires.

Inspector

Rachel Pepper

Inspection findings

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

Children enjoy a well-balanced learning programme of adult-led and child-led activities. The daily routine allows children time to follow their interests, and play with stimulating resources from the low-level storage. For example, children choose to complete a selection of puzzles suitable for their age. The childminder chooses appropriate moments to join in and support children. He encourages them to observe the shape of each piece and where it may fit. This supports children to listen to instructions and develop their problem-solving skills. Furthermore, he encourages them to take turns and wait for the younger children to join in. He offers regular praise for their contributions and achievements, increasing their level of confidence. These activities teach children how to work cooperatively as part of a group, and gain other essential skills in readiness for their move on to nursery. The childminder knows each child well and is very aware of their interests and next steps in learning. This contributes to their all-round good progress.

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

Children are aware of the childminder's expectations and behave well. For example, they tidy away activities when they finish playing and show kindness towards others. They gain awareness of risks, as they observe the childminder safely handle hot food. In addition, they alert him to the dangers of scissors as he cuts their wraps. Children sit well on stools and feed themselves at mealtimes. This shows how they are beginning to develop good social skills and gain independence. However, on occasion the older children are not given further responsibilities to maximise their independence. This is because the childminder prepares all fruit and cold food for children. This limits their opportunities to do things for themselves. The childminder provides children with regular access to fresh air and exercise, as they walk to local areas of interest in the holidays and use the outdoor area daily. This promotes their healthy lifestyle.

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

The childminder has successfully addressed all of his previous actions and recommendations. The risk assessment process is robust and children enjoy activities through planned, purposeful play. The childminder uses effective self-evaluation to prioritise areas for improvement. He welcomes and values the honest input of parents in this process. Future plans include completing further training through a professional childcare organisation, to maintain and enhance his good quality of teaching. The childminder checks children's progress through precise assessments and keeps up to date with any changes to the learning and development requirements. However, he has not yet fully considered the progress made between different groups of children, in order to further enhance their learning opportunities. Nevertheless, children develop well, and the childminder uses his knowledge and experience to create a warm, welcoming environment, where all children flourish.

Setting details

Unique reference number	EY294077
Local authority	Hertfordshire
Inspection number	872931
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 2004. He operates all year round from 7.45am to 6pm, Monday to Thursday, and 7.45am until 5pm on a Friday, except for bank holidays and family holidays. The childminder works with his wife who is also a registered childminder.

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