

Childminder Report

Inspection date

11 June 2015

Previous inspection date

23 April 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 quality of teaching is good. The children enjoy imaginative play indoors as they use small world play figures and toy buildings. Outdoors, there are many opportunities for children to use the plentiful resources to develop their imagination and large physical skills. As a result, children are motivated, eager to explore and make good progress in their learning.
- The childminder promotes children's mathematical development well. For example, as the younger children climb the stairs they count how many there are. As the older children talk about butterflies being symmetrical, the childminder explains to them what this means.
- Children's sense of well-being and belonging is strong because the childminder forms secure emotional attachments with them. She works closely with parents to find out children's starting points and care needs. This contributes to children feeling very settled and secure.
- The childminder takes account of the views of parents. Written comments from parents are positive about the care and activities the childminder provides and the impact this has on their children's development.
- The childminder demonstrates a strong understanding of how to protect and safeguard children. She actively promotes children's safety and welfare, implementing her robust policies and procedures.

It is not yet outstanding because:

- The childminder does not always consider relevant training opportunities to complement and extend her good knowledge of how children learn and develop.

What the setting needs to do to improve further

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

- strengthen knowledge of how to support children's individual needs and promote their rapid development by identifying a broader range of training that is targeted on specific aspects of children's learning and development.

Inspection activities

- The inspector observed the childminder engaging in activities with children and talked with her about children's learning.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members and a range of other documents, including the safeguarding policy.
- The inspector took account of the views of parents as recorded in written documents and of the childminder's self-evaluation form.

Inspector

Jill Hardaker

Inspection findings

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

The quality of the childminder's teaching is good. She supports children's learning well as she provides activities that interest them. As children play with dough, the childminder talks to the children about what they are doing. She gives them time to experiment before she offer suggestions, such as rolling out the dough. The childminder provides a wealth of resources, attractively displayed in wicker baskets. This gives children choice in their learning and they are excited when they notice new toys, such as a doll's house. The childminder has a good knowledge of the children's learning and development. However, she is not always confident in using this, or her observations of their learning to inform her assessments and plan for their next steps. The childminder has effective partnerships with parents and with other settings children attend, this promotes consistency in children's learning and development. Consequently, children are making good progress in preparation for their move to pre-school and school.

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

Children are happy and enjoy their time with the childminder. The younger children display high levels of engagement and concentration as they play. They are content to play alone and the childminder is skilled in knowing when and how to interact with them. The younger children are excited when the older ones return from nursery. They run into the garden and play together well. Children are very independent as they learn how to use the toilet from an early age and can find their shoes and belongings easily. They know that they need to wash their hands to remove germs before eating and after being outside. Children develop their physical skills by using ride-on toys in the garden and large play equipment in the local park. The childminder regularly meets with other childminders and their children. The children play together and enjoy taking the dogs for walks and this helps them to develop good social skills. These good experiences support children well in developing the skills that they need to adopt a healthy lifestyle.

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

The childminder demonstrates a good understanding of the safeguarding requirements. The implementation of risk assessments undertaken of the home, garden and any outings means that children are protected from potential hazards. The childminder regularly reflects on her practice; this helps her to maintain the good standards of care she provides for the children. However, she does not always make full use of varied training opportunities to enhance her knowledge and skills in supporting children's rapid learning and development. The childminder has excellent relationships with other local childminders. They support each other and are available to offer emergency care for children should it be needed. The childminder uses discussions with parents to seek their views on her practice and she reflects on these for future developments. She reviews her assessments of children's progress in order to identify gaps in learning and she is beginning to effectively close them.

Setting details

Unique reference number	EY217435
Local authority	Hertfordshire
Inspection number	855721
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	23 April 2009
Telephone number	

The childminder was registered in 2002 and lives in Hertfordshire. She operates all year round, except for bank holidays and family holidays. On Monday to Thursday she operates from 7.30am until 6.30pm and on Friday she operates from 7.30am to 9am and 3.15pm to 6pm.

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