

# Childminder Report

**Inspection date**

28 April 2015

Previous inspection date

20 October 2010

<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 uses her garden well to promote all areas of learning. Consequently, children who prefer to be outdoors learn successfully, and make good progress in their development.
- Children's mathematical understanding is developing well. This is because the childminder gently introduces numbers and counting through daily activities and conversations.
- Children settle with the childminder extremely quickly and have good attachments with her. She is very caring and attentive to their needs. This enables the children to explore the environment with confidence.
- The childminder has established strong partnerships with parents. They express their very high levels of satisfaction with the care that the childminder provides, through written documentation and thank you cards.
- The childminder makes best use of everyday routines to foster children's independence and support their awareness of keeping themselves safe. For example, young children are encouraged to find their own shoes and lunch boxes. The childminder's consistent explanations help children to understand why some behaviours are not safe.
- The childminder is confident about her role in safeguarding children and is aware of the action to take and whom to contact should she have any concerns regarding children's welfare.

### It is not yet outstanding because:

- The childminder does not always provide children with books and pictures on topics that are of interest to them, such as aeroplanes, to fully maximise their learning.
- The childminder's good records of accidents are, on occasions, not always kept confidential from other parents.

## What the setting needs to do to improve further

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

- enhance the good teaching strategies already in place, for example, by extending the use of factual books to further develop children's understanding of the world, such as by showing pictures of a range of aeroplanes
- review the way that accidents are recorded to ensure they are always kept confidential, for example, by having a page in the log book for each child.

## Inspection activities

- The inspector observed the childminder engaging in activities with the children and discussed the learning that was taking place.
- 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 information from parents as recorded in written documents.

## 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 teaching is good because the childminder provides a range of activities which effectively challenge children. She ensures children have free access to a range of toys and resources which are of interest to them. For example, children engage well in imaginative play. They enjoy playing with the dolls' house and talk about what is upstairs and downstairs. Outside, the playhouse is exciting. Children go inside and close the door as they pretend to make tea and cake for the childminder. Children use their hands to roll out dough and fit shapes into puzzles. The childminder's consistent praise and attention motivates them to keep on trying, when challenges occur. These effective activities ensure children are developing the skills they need for moving on to nursery and school. Children talk excitedly about aeroplanes and the seaside. However, the childminder misses opportunities to maximise their learning on such topics, for example, by providing reference books containing photographs. The childminder regularly observes and assesses children's learning. She shares these assessments with parents and with other settings children attend. This ensures continuity in children's learning.

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

Children share positive relationships with the childminder and they are very happy and settled in her home. The children are confident and involve visitors in their play and conversations. Young children have good communication skills and chat as they play with the childminder. Children have opportunities to be active and engage in physical play in the garden and local parks on a regular basis. The childminder uses walks to and from school to help children to learn skills to keep themselves safe. For example, the childminder gives children freedom to run ahead of her. Children respect the clear boundaries set and know to wait. The childminder meets children's individual dietary needs as she encourages parents to provide healthy meals and snacks. Children benefit from trips to toddler groups, where they further develop their social skills and confidence.

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

The childminder keeps children safe as she regularly reviews risks in the environment and on outings. The childminder holds a current first-aid qualification and deals with accidents and records them appropriately. However, the records of accidents are not always kept confidential. For example, when parents sign they have some access to details of accidents concerning other children. The childminder evaluates what is working in her practice and what she needs to improve. She uses discussions with parents to seek their views on the service she offers. The childminder sources appropriate professional development opportunities through attending training courses and meeting with other childminders. This has a positive impact on her practice. She monitors children's progress through her assessments of their learning and she shares these with parents through discussion. This ensures any gaps in children's learning are effectively addressed.

## Setting details

<b>Unique reference number</b>	123252
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	863925
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 October 2010
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in Brickett Wood. She operates from 7.45am until 6pm, Monday to Thursday, during school term time.

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