

Childminder Report

Inspection date

31 July 2015

Previous inspection date

3 March 2010

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		Outstanding	1
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 well-qualified childminder demonstrates a secure understanding of the learning and development requirements. She displays a very good quality of teaching and notes children's current interests to provide them with interesting and challenging activities.
- The childminder skilfully promotes children's well-being and meticulously follows the daily routines of home when they begin. Children settle quickly and increasingly gain confidence in a variety of social situations. Parents express how happy they are with the safe, nurturing care that the childminder provides.
- Safeguarding is of paramount importance and a central part of the childminder's practice. She places a high priority on developing her exceptional knowledge to promote children's welfare, and support their growing understanding of how to keep themselves safe.
- Children are developing good speech and language skills; they imitate the words and sounds that they hear, and have appropriate time to think and respond to questions.
- The childminder is eager to constantly improve her knowledge and has a well-established programme of professional development in place. She evaluates the training that she attends to help maintain her very high standard of teaching and continually improve the experiences that she provides.

It is not yet outstanding because:

- Children do not always have opportunities to freely explore a wide range of different textures and materials during planned activities.
- The childminder does not always provide parents with detailed information on how to precisely support children's learning at home so that children make maximum progress.

What the setting needs to do to improve further

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

- review the organisation of planned activities to provide even more opportunities for children to freely explore a range of different textures and materials
- focus more precisely on ways to include parents in extending children's learning at home, to enable children to make the best possible progress.

Inspection activities

- The inspector observed children's activities indoors, outside and during the lunchtime routine.
- The inspector observed adult-led activities and jointly 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 files. She also viewed a software system to see the records of children's observations, progress and attendance.
- The inspector took account of the views of parents through recently completed questionnaires and a selection of written references.
- 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 provides a well-balanced activity programme to support children's learning. She has high expectations of children and an accurate knowledge of their current abilities. This helps children to develop at their own rate. Children learn to operate toys with buttons and simple mechanisms to make music. They enjoy favourite songs and demonstrate listening by joining in with the actions. Children delight as they hop and jump together to imitate a range of animals. During planned activities children explore the colours of paint and practise their hand control to decorate their designs. They are aware of big and small and how numbers can be used for counting. However, children do not always have opportunities to freely explore a wide range of textures and materials during these activities. The childminder uses the observations that she makes to support her precise assessments of children. She identifies any gaps in their learning that may need attention. This supports children's good all-round progress in readiness for school.

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

Children develop secure, affectionate attachments to the childminder and flourish in her care. They cuddle in as she gently soothes them off to sleep and playfully tickles them as she reminds them of her expectations. Children respond extremely well to the fully embedded boundaries with support and know what is expected of them. The childminder provides a strong base for children to develop their independence and take risks relevant to their age. Children are eager to learn as they explore the vibrant environment with confidence. They are aware that they can gain support and reassurance as they need it. Children demonstrate their self-help skills from a young age as they use a spoon and their fingers to help feed themselves. They show exemplary manners as they enjoy a range of nutritious meals and snacks. Children have frequent opportunities for fresh air and exercise, including walks to the market and use of local play spaces. This contributes towards their excellent health.

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

The enthusiastic childminder strives hard to provide the highest quality care for children. She has successfully addressed both of her previous recommendations and continually reflects upon her practice to support continuous improvement. The childminder has implemented further strategies to help children learn about the differences in people and the wider world. In addition, she uses effective systems to review children's overall progress and ensure their next steps in learning are consistently followed. However, she does not always provide parents with precise information on how they can extend children's learning at home to promote optimum achievement. The childminder has an exceedingly good understanding of the Early Years Foundation Stage requirements and actively keeps herself up to date. In addition, she meets regularly with other childcare professionals to offer ideas, gain advice and share best practice.

Setting details

Unique reference number	EY399363
Local authority	Hertfordshire
Inspection number	860048
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	3 March 2010
Telephone number	

The childminder was registered in 2009 and lives in St Albans. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 6. She is registered to provide funded early education for two-, three- and four-year-old children.

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