

Childminder Report

Inspection date

11 August 2015

Previous inspection date

17 December 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		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 secure understanding of the Early Years Foundation Stage requirements. The teaching is very good and she recognises timely moments to join in with young children's play to extend their learning.
- Children are developing good early writing skills; they know information can be relayed in the form of print as they write their own stories and sound out simple words to read these back to others.
- Children's well-being is promoted well. The childminder gathers detailed information on each child when they start to tailor the care that she provides. This helps children to settle quickly and experience a smooth move into her home.
- Partnerships with parents are well established as the childminder allows time each day to support the two-way flow of information. Parents appreciate the detailed daily diary that they receive and are very happy with the care provided.
- Safeguarding measures are robust. The childminder has attended recent child protection training and has a very good understanding of her responsibility to promote children's welfare. In addition, she ensures the premises remain secure to keep children safe.

It is not yet outstanding because:

- On occasion, the childminder does not remind children of how to use good social skills during chosen activities, to help them recognise the needs and contributions of others.
- The childminder does not use every available opportunity to promote older children's mathematical development and understanding of how numbers can be used.

What the setting needs to do to improve further

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

- enhance children's use of good social skills further so that they begin to consider the needs and views of others during chosen activities
- review how mathematics is taught to older children to provide even more opportunities for them to develop their use of numbers for different purposes.

Inspection activities

- The inspector observed children's activities indoors, outside and during the snack and lunch time routines. She talked to children at appropriate times throughout the inspection.
- 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 learning journals.
- The inspector took account of the views of parents through recently completed questionnaires and a selection of cards.
- 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 plans a wide range of stimulating activities to build upon children's interests. Children are eager to take part, and maintain their attention for long periods. For example, older children design books for their written stories; they focus as they select tools and techniques needed to assemble and join the materials. Children of all ages play alongside others engaged in the same theme. They use available resources to create props to support their role play. Children are developing good speech and language skills; they listen to stories with increasing detail as the childminder uses a clear tone to pronounce new words. During planned activities, children use familiar objects to create patterns and assemble their pretend cakes. They use everyday language related to time as they discuss birthdays and what will happen later on that day. However, the childminder does not always use every opportunity to develop the older children's mathematical skills and use of numbers. The childminder refers to approved childcare guidance to complete precise assessments of children and inform her plans. This supports them to make good progress towards the early learning goals in readiness for school.

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

Children enjoy their time with the childminder and confidently ask for help as they need it. This demonstrates the secure bonds that have developed. Children show high levels of self-esteem as they use positive terms to talk about their abilities and understand humour as they tell jokes with ease. They are beginning to understand how their actions can impact upon others and follow gentle reminders with support. However, on occasion, during chosen activities, the childminder does not always support children to use good social skills and value the needs and contributions of their friends. Children follow simple instructions and help to tidy away toys when they have finished. They demonstrate their self-help skills as they put on their own shoes and wash their hands after touching the rabbits. Children show awareness of how to use tools safely as they cut vegetables from the garden to prepare for lunch. Children enjoy regular opportunities for fresh air and exercise; they walk to local activities and have full use of the nearby square. They run skilfully outdoors and negotiate space successfully as they change direction.

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

The childminder has successfully addressed all previous inspection recommendations. She has developed her systems for supporting children's development and established effective links to the other settings that children attend. This enables her to share children's progress reports and compare their next steps in learning, to promote continuity for each child. Furthermore, risk assessments are rigorous and completed on all the areas children use, to minimise potential hazards. The childminder uses self-evaluation effectively and actively gains the feedback of both parents and children as part of this process. She identifies clear priorities for improvement and immediately begins working on these to develop her knowledge and enhance the learning programmes that she provides.

Setting details

Unique reference number	123712
Local authority	Hertfordshire
Inspection number	863936
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 16
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	17 December 2010
Telephone number	

The childminder was registered in 1998 and lives in Thorley Park. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for three- and four-year-old children.

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