

Childminder Report

Inspection date

30 September 2015

Previous inspection date

13 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's personal, social and emotional development is encouraged through regular praise and reassurance. Children make strong bonds and attachments with the childminder and demonstrate that they are happy and settled.
- Children's physical development is good. The childminder provides opportunities for them to have fresh air and exercise on a daily basis as they enjoy a range of outside activities. For example, children regularly walk with the childminder to feed the ducks and show great delight as they practise their skills on the childminder's bouncy castle.
- Children are making good progress. They are motivated to learn and eagerly engage in planned and spontaneous activities that are linked to their likes and interests. The childminder supports children in acquiring the skills that they need for school.
- The childminder engages well with parents and other providers of the Early Years Foundation Stage. She shares information with parents about children's starting points and she demonstrates a consistent approach to their learning, by encouraging parents to extend this at home.
- The childminder promotes children's safety and welfare. She risk assesses activities and outings to ensure that children can take part safely.

It is not yet outstanding because:

- Occasionally, the childminder does not adapt activities to ensure more-able children receive high levels of challenge to help them make the best possible progress.
- Children are not always given time to digest questions before the childminder gives the answer to them.

What the setting needs to do to improve further

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

- adapt activities to provide appropriate challenge when caring for children of differing ages and abilities
- support children to respond independently to questions that encourage their thinking further.

Inspection activities

- The inspector observed some spontaneous activities and jointly evaluated these with the childminder.
- The inspector talked to the childminder about how she reviews and evaluates her setting to promote continuous improvement.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at some relevant documentation, including the safeguarding and complaints procedures. She also reviewed evidence of the suitability of the childminder and household members over 16 years old.
- The inspector took account of the views of parents as provided in documentation. She also spoke to the children present at appropriate times throughout the inspection.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and is able to protect the children in her care. The qualified childminder is proactive in developing her knowledge and understanding of how children learn. For example, to refresh herself after a short break from childminding she attended an appropriate early years training course. This means that the childminder is confident in her teaching and has an effective knowledge of how to observe and assess children's learning. The childminder has a range of policies and procedures that support her in promoting an environment that is consistent in challenging discrimination. She treats all children and their families with respect and meets their care needs appropriately. The childminder monitors her setting on a regular basis. She evaluates what activities the children take part in and makes changes that improve her setting, where possible.

Quality of teaching, learning and assessment is good

Teaching is effective. The childminder finds out what children are interested in and incorporates these into a combination of adult-led and child-initiated activities. This means that children engage easily and show good concentration skills. The childminder plans activities that children happily join in with. However, she does not always take full account of children's different ages and stages of development. For example, as children enjoy an imaginative activity that includes discussion and counting of farm animals, there is no differing challenge for more-able children. During play the childminder uses a wide range of questioning techniques that encourage children to think further. However, on occasions, she gives children the answers before they have had time to digest the question and respond.

Personal development, behaviour and welfare are good

Children behave well. The childminder shares effective behaviour management strategies with parents, in order to support children effectively. She is consistent in her approach, using distraction and discussion techniques, to ensure that children learn about appropriate ways in which to behave. The childminder is quick to share children's achievements so that they feel good. For example, as children learn a new skill on the bouncy castle she quickly tells the other children so that they can celebrate this achievement together. This means that children's self-esteem and confidence are promoted well. Children lead healthy lifestyles and eat a range of nutritious food, according to their dietary needs. The childminder encourages children to eat a range of healthy vegetables and fruit and they have fresh drinking water or juice available at all times.

Outcomes for children are good

Children's progress and achievements are good, given their starting points and capabilities. The childminder makes effective use of observations and assessments. She highlights children's next steps in learning and focuses on supporting them to achieve these realistic targets.

Setting details

Unique reference number	EY383827
Local authority	Hertfordshire
Inspection number	873888
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	13 January 2011
Telephone number	

The childminder was registered in 2008 and lives in Buntingford, Hertfordshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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