

Childminder Report

Inspection date

8 October 2015

Previous inspection date

7 January 2009

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

- The well-qualified childminder demonstrates a secure knowledge of the learning and development requirements. Teaching is good. The childminder chooses timely moments to join in and extend children's learning. She ensures that each child receives suitable challenge in line with their ability. As a result, all children make good progress.
- Recent training provides the childminder with imaginative ideas to promote children's smaller physical skills. Younger children enjoy using their fingers to thread pasta and older children manage one-handed tools with a purpose.
- Children enjoy playing alongside the childminder. They use memory games to recall items and draw on their imagination to act out different occupational roles.
- Partnerships with parents are successful. The childminder shares regular information on the activities children take part in and their response to these. Parents express how happy they are with the care provided and the information that they receive.
- The childminder promotes children's well-being. She gathers detailed information on children when they start, such as their likes, dislikes and what they already know and can do. She uses this to help them experience a smooth move into her home.

It is not yet outstanding because:

- The childminder does not always fully work in partnership with all the other settings that children attend to maximise their individual learning.
- The childminder does not consistently use opportunities to help children develop their social skills during chosen activities.

What the setting needs to do to improve further

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

- strengthen partnerships with the other settings that children attend to develop more effective ways to share information about their learning and development
- enhance children's use of good social skills further, so that they begin to consider the needs and views of others during chosen activities.

Inspection activities

- The inspector observed children's activities indoors and during the snack and lunchtime routine. She talked to the childminder and children at appropriate times throughout the inspection.
- The inspector observed adult-led activities and jointly discussed the intentions and learning outcomes of these 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 and children in the form of written feedback.
- 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

Effectiveness of the leadership and management is good

The childminder has successfully addressed her previous recommendation. Children now have ample opportunity to explore resources from a variety of communities. These are often purchased as a result of the childminder's travels. The childminder uses effective self-evaluation to highlight her priorities for improvement. For example, she continues her professional development through regular training to help maintain and enhance her good quality of teaching. The childminder reviews the activities which she provides and ensures that all groups of children experience a wide range of learning opportunities. The arrangements for safeguarding are effective. The childminder recognises hazards in the environment and takes swift action to check that children are not exposed to any risk. In addition, she is aware of her responsibility to record and report upon any concerns that she may have for children's welfare.

Quality of teaching, learning and assessment is good

Children enjoy a well-balanced learning programme. This includes a selection of weekly adult-led activities and time for free play. Children show a positive attitude to learning and maintain concentration for long periods of time as they take part in well-thought-out experiences. The childminder knows children well and has high expectations of their ability, encouraging them to persevere with set tasks. She has a clear understanding of the skills children need to develop and incorporates these within her plans. Children demonstrate good mathematical skills. They use numbers for counting and make comparisons between their own and others' constructions. They enjoy sharing books of interest and listen intently as the childminder shares factual information to support their understanding of the world.

Personal development, behaviour and welfare are good

Children are confident and self-assured in the childminders home. They explore the stimulating range of resources on offer and seek help or comfort as needed. This demonstrates the secure attachments they have developed with the childminder. Children behave well with clear, concise reminders of expectations. They enjoy a range of outdoor experiences and opportunities which helps them to develop relationships with other children. These include regular trips and weekly groups that the childminder and children attend. The childminder provides a range of nutritious, balanced food at mealtimes. Children are willing to try new foods and show awareness of what is good for them. They list the vegetables that they have tried and share their thoughts on how they tasted. This helps to promote their good all-round health.

Outcomes for children are good

Children's outcomes are good. The childminder uses her precise assessments to move children forward in their development. She gathers key words in children's home language to use within activities and quickly close identified gaps in their learning. All children, including those who speak English as an additional language, make good progress. They develop the essential skills that they require in readiness for their move on to nursery and then school.

Setting details

Unique reference number	162291
Local authority	Hertfordshire
Inspection number	864021
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	7 January 2009
Telephone number	

The childminder was registered in 2001 and lives in Bishop's Stortford. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for three- and four-year-old children. She supports children who speak English as an additional language.

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