

# Childminder Report

**Inspection date**

24 February 2016

Previous inspection date

24 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 childminder works well with parents. They appreciate the wealth of information that she shares with them about their children's learning. Relationships with other providers that children attend are equally productive in supporting their progress.
- The quality of teaching is good. The childminder and her assistant plan a wide range of exciting and interesting activities in the home and local surrounding community.
- Children share the childminder's love of books and reading. She teaches them to understand about letters and words. They choose books to look at from the well-stocked bookshelf. They point at characters and use sounds and noises as they make up stories to accompany the pictures.
- The childminder helps children to understand about appropriate ways to behave. She communicates her expectations to them clearly. All children have special time to talk about their day and demonstrate taking turns as they wait for their friends to share their news. They show respect and understanding for each other as they play happily together.

### It is not yet outstanding because:

- The childminder does not have an astute programme for professional development to enable her and her assistant to continually maintain the very highest possible standard of practice.
- The childminder does not organise her required paperwork and documentation so that it is readily available during the inspection. She states that her assistant has a current first-aid qualification. However, she is unable to provide the certificate to confirm this.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

### Due Date

- review the organisation of relevant documentation, ensuring that this is available at inspection and demonstrating how the requirements are consistently met. 29/04/2016

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

- develop a more targeted plan for professional development to continually increase the good quality of care and learning provided for children.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, her assistant and children at suitable times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback provided by parents.

## Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant conduct regular risk assessments of the areas where children play and maintain a safe environment. They undertake regular training to remain alert to child protection issues. Frequent discussions help the childminder and her assistant to develop plans for improvement and review the feedback that parents and children provide. The childminder discussed how her level 3 qualification has enhanced her understanding and has had a positive impact on her quality of teaching. She monitors the work of her assistant, offering him guidance and discussing how best to engage in activities with children. They work successfully as a team and complement each other's skills well. The childminder has taken action to ensure that her assistant is not left in sole charge of children until she is able to confirm his first-aid qualification.

### Quality of teaching, learning and assessment is good

The childminder uses different ways to observe and assess children's development. She knows them well and uses this knowledge to pinpoint what they need to learn next. The childminder and her assistant provide challenging activities and have high expectations for what children can achieve. Support for children's communication and language skills is particularly strong. The childminder successfully builds on children's vocabulary and introduces them to new words. Children enjoy playing with toy cars, adding garages and figures to their play as their ideas develop. Using equipment, such as old mobile phones, children show their developing imagination as they animatedly 'chat' and role play their ideas.

### Personal development, behaviour and welfare are good

The childminder and her assistant develop warm, affectionate relationships with children and their families. These close bonds are an example of how the childminder and her assistant help children to feel confident, content and ready for their learning. Mealtimes are an important social occasion. The children sit and talk together with the childminder and her assistant. Older children returning from pre-school talk eagerly about their morning. They proudly show their works of art and are appreciative of the childminder's praise as they smile broadly. Children learn about being healthy. The childminder explains the reasons for routines, such as handwashing before eating meals. In the local park, children test out their physical skills as they climb on apparatus and delight in the freedom to run around.

### Outcomes for children are good

Children are very well settled and able to make choices about their learning. Their confident communication and language skills enable them to express themselves readily. They make good progress and are developing essential skills in readiness for starting pre-school and, eventually, school. Children's high self-esteem and resilience prepare them well for exploring and developing into able learners. They make friends and play together harmoniously.

## Setting details

<b>Unique reference number</b>	123318
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	854153
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 March 2011
<b>Telephone number</b>	

The childminder was registered in 1998 and lives in St. Albans. She operates all year round from 7.45am to 6.15pm Monday, Wednesday and Thursday. On Fridays, the childminder operates from 7.45am until 5.30pm. The childminder closes on bank holidays and family holidays. She holds an appropriate qualification at level 3 and works with an assistant.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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