

# Childminder Report



## Inspection date

6 May 2016

Previous inspection date

18 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 closely in partnership with parents. They report that they are extremely happy with the care and the wide range of learning opportunities provided. An effective system is in place, allowing parents to share ideas, which they can use at home to continue their child's learning.
- Children behave well and happily share toys with their friends. The childminder and assistants are consistent in their approach to managing children's behaviour, and children quickly learn how to respond kindly towards each other.
- From a young age, children build on their independence skills. The children receive support and encouragement from the childminder. This helps them to feel a sense of pride and achievement in all that they do.
- Children happily engage in the variety of activities offered. They eagerly take turns with a water activity. Children work together to solve the problem of how to pour water down pipes, tubing and funnels, and catch it at the bottom. The childminder supports their critical-thinking skills, enabling children to find a suitable solution.
- The childminder regularly monitors children's progress and achievement records. This enables her to identify weaknesses, and to take action to close any gaps in learning.

### It is not yet outstanding because:

- The childminder does not monitor the work of her assistants regularly enough, in order to continually build on their teaching skills to the highest level.
- The childminder does not always offer even more challenge for the most-able children who are already making rapid progress.

## What the setting needs to do to improve further

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

- monitor the work of the assistants more regularly, in order to strengthen their teaching skills further
- provide even higher levels of challenge in activities to inspire the most-able children to excel in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the childminder.
- The inspector spoke with the childminder and assistants at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as, the childminder's self-evaluation, children's learning records and a sample of policies.
- The inspector read feedback from parents and talked to children during the inspection, taking account of their views and responses.
- The inspector checked evidence of the suitability of the childminder, assistants and all adults living at the premises.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants have good knowledge of the signs and symptoms that would raise concern about a child's safety or welfare. The childminder understands the procedure to follow if a referral is made. She regularly reflects on the service she provides, taking into account the views of children and their parents. The childminder attends safeguarding training and accesses courses that will enhance her knowledge and understanding. The childminder works closely with other settings that children attend. She regularly shares information and progress about children's achievements. She ensures there are learning experiences for all ages, which meet each child's development needs.

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

The childminder has a good understanding of how children learn and develop. She effectively identifies each child's starting points with their parents. The childminder uses children's assessments and observations to effectively identify their progress and achievements. This information is used to plan children's next steps in learning, which are incorporated into the weekly plans. Children learn to respect one another's differences. They take part in activities, such as food tasting sessions, and parents share stories from their home countries. This further supports children's awareness of the world in which they live in. Children benefit from interesting activities that strengthen their mathematical development. For example, they count as they thread different sized pasta onto string to make necklaces. Children use flashcards with numbers, in order to correctly match the number of beads to the corresponding symbol.

### Personal development, behaviour and welfare are good

Children develop skills to identify potential risks and learn how to keep themselves safe. For example, they learn to pick up toys from the floor to avoid any trip hazards. Children develop their understanding about the need to follow guidance and direction while on outings and the school run. They observe the green cross code, and learn about stranger danger. The childminder promotes healthy lifestyles by talking about eating healthy options and providing home-cooked meals. Daily opportunities for exercise further extend children's fitness as they enjoy visits to the local park and woods. The children enjoy an extensive range of equipment that challenges their physical development, in the childminder's garden. They play on trikes, push bikes, climbing frames, balancing beams and slides, helping to extend their coordination and balance.

### Outcomes for children are good

Children are making good progress from their identified starting points. Children are interested and engaged during story sessions and enjoy predicting what may happen next. The childminder and assistants talk to the children about what they are doing. This supports their continued language and communication development. Children gain the skills that will support their learning, in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY342917
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1037015
<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>	0 - 13
<b>Total number of places</b>	18
<b>Number of children on roll</b>	48
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 September 2012
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Berkhamstead. She works with two full-time assistants and two part-time assistants. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder and one assistant hold a level 3 qualification.

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Piccadilly Gate  
Store St  
Manchester  
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