

# Childminder Report

<b>Inspection date</b>	3 June 2016
Previous inspection date	3 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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 has made meaningful improvements to her practice since the last inspection. She develops her use of observations to accurately assess children's abilities and compares these, in relation to the typical expectations for children's age range. This enables her to plan better individual learning experiences for children.
- All children have the opportunity to freely explore the environment and select a wide range of toys and resources for themselves.
- The childminder uses a variety of successful methods that helps children achieve well in their communication and language. She understands and positively responds to very young children's babbles and gestures. Children who speak English as an additional language are making very good progress.
- The childminder forms very good partnerships with parents, grandparents, and pre-schools and nurseries. This helps her to gain an all-round understanding of the children's development and progress in different settings and at home.

### It is not yet outstanding because:

- The childminder's professional development is not yet fully focused on extending her teaching skills to further help children's learning to reach the highest level.
- Although the childminder reflects on her practice through gaining the views of parents and other professionals, she does not use the information she obtains effectively, to identify and target further areas for improvement.

## What the setting needs to do to improve further

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

- focus more precisely on professional development to extend teaching skills to further improve children's already good learning
- make the most of information gained through self-evaluation to identify and target further areas for improvement.

### Inspection activities

- The inspector observed the childminder's teaching and the impact this has on children's learning.
- The inspector looked at a selection of children's records, evidence of the suitability of adults and a sample of other documentation, including accident records, and safeguarding policies and procedures.
- The inspector viewed the areas of the premises used for childminding.
- The inspector and childminder jointly observed and discussed children's learning and development.
- The inspector spoke to, and interacted with, children at appropriate times during the inspection.
- The inspector discussed with childminder how she evaluates the strengths and areas for improvement in her provision.
- The inspector took into account parents' written views and comments.

### Inspector

Susan Parker

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder provides a safe and welcoming environment. She thoroughly assesses and minimises risks or hazards to support children's safe exploration of their surroundings. The childminder accesses some online training and attends local workshops to maintain her first-aid qualification and to remain familiar with the latest safeguarding guidelines. She uses a range of records and documentation to support her good practice.

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

The childminder organises space well and uses a good range of toys and resources, which interests and engages children. They learn to safely interact with the pet dog, cockatiel and fish while learning about the needs and habits of different animals. The childminder patiently shows children the difference between the large and the small toy egg, and encourages them to compare and recognise the difference in colour, size and weight. The childminder uses clear questions to encourage children to think things through and work out a solution for themselves. The childminder works very closely with families to help her know and understand young children so that she can respond to their needs and wishes. Children regularly attend pre-school groups and visit the local schools and nurseries every day. This helps them become used to learning and interacting with other children in a group setting. Children are supported in developing and practising their social skills and learn about the similarities and differences.

### Personal development, behaviour and welfare are good

The childminder works closely with parents and pre-schools to provide consistent teaching ideas and shares children's achievements. Children's personal independence skills are progressing well. They display confidence in their own abilities and show determination and persistence in their chosen play. Behaviour is good. Children are learning to share, take turns and think about other people's feelings. They show affection towards the childminder who is caring and warm in return. Children are comfortable in her care and have the self-assurance to greet adults and invite them to join in their play. The childminder provides support to enable children to be well prepared for school or the next stage in their learning.

### Outcomes for children are good

All children are making good progress, including those who speak English as an additional language. They are developing a good range of skills and are well prepared for their future learning in pre-school and school. Children are developing their confidence in making their own choices and decisions. They take interest and engage in the range of activities that the childminder provides.

## Setting details

<b>Unique reference number</b>	123917
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1043660
<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>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 March 2014
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Watton-at-Stone, Hertfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language.

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