

Childminder Report

Inspection date

5 July 2016

Previous inspection date

17 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 improvements since her last inspection. She has successfully implemented changes in supporting children to understand the importance of healthy practices.
- The childminder has a good understanding about how children learn and develop. She builds on their enthusiasm by providing activities that capture their interests.
- Children's language and communication skills are supported by the childminder's positive interactions. She talks to them about what they are doing during their play. The childminder uses her skills in sign language to enhance children's learning.
- Children learn about what food is good for them. They talk with the childminder about healthy eating and help to plant and grow a wide range of fruit and vegetables. Children choose and help to prepare their snacks and meals.
- The childminder works closely with other settings that children attend. She frequently shares information about children's achievements and progress with them. She works towards similar themes to provide continuity of learning for children.

It is not yet outstanding because:

- The childminder has not developed highly effective strategies for reflecting on practice so she can increase the quality of the service she offers even further.
- The childminder does not consistently give parents more ideas about how they can effectively contribute to, and be involved in, their children's learning and development.

What the setting needs to do to improve further

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

- strengthen the self-evaluation process to incorporate the views of all parents and clearly identify and target areas for improvement to increase the quality of the service even further
- give parents more information about how they can actively contribute to children's learning and development.

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 at appropriate times during the inspection. She 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 and took account of their views and responses.
- The inspector reviewed evidence of the suitability of the childminder 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 is aware of the signs and symptoms that may cause her concern about children's safety and welfare. She knows the procedures to follow and the relevant professionals to contact in the local authority. The childminder accesses and seeks training to improve her practice and further her knowledge and skills. She evaluates her setting through meeting with other childminders to share good practice. However, she is not yet seeking and incorporating parents' views when setting targets for improvement. The childminder regularly evaluates children's assessments of learning. She identifies gaps and provides targeted support to ensure children continue to make good progress. She works with parents to gather children's starting points and shares their records of achievements with them each term.

Quality of teaching, learning and assessment is good

The childminder uses observations and assessments of children's learning to identify and plan their next steps. Children have many opportunities to practise their early writing skills using the wide range of craft activities the childminder offers. For example, they enjoy painting, colouring, drawing and writing their names. Children develop their imagination during role play. For example, they delight in putting their teddies into prams to take them for a walk. They talk about going to the shops to buy them lunch. The childminder uses this opportunity to help them recall previous visits to the local supermarket. Children help with choosing items for their meals and are supported in learning how to pay for the shopping. Children enjoy playing board games and learn to patiently wait for their turn.

Personal development, behaviour and welfare are good

Children develop secure relationships with the childminder. They settle quickly and feel happy and confident in her care. Parents comment how reassuring it is that their children enjoy being with the childminder and how quickly they grow in confidence and independence. Children receive regular praise and encouragement for their efforts, which boosts their self-esteem and gives them the encouragement to persist when they find activities challenging. The childminder checks all areas of her home to remove or minimise risks and ensure that children are kept safe in her care. She talks to children about safety and what they can do to prevent accidents. For example, they pick up toys that have been left on the floor before choosing their next activity. Children have plenty of opportunities for fresh air and exercise. They practise their physical skills while playing on push bikes and learning how to ride a scooter. Children enjoy visiting the local parks and playgroups.

Outcomes for children are good

Children are motivated and are becoming eager learners. They gain the necessary skills ready for moving on to school. Children have fun singing and joining in with the actions for well-known songs. Their mathematical development skills are encouraged as they count numbers one to five and from five to zero while singing. When children have their snack time, they practise counting how many pieces of fruit they have chosen.

Setting details

Unique reference number	123895
Local authority	Hertfordshire
Inspection number	1043742
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	17 March 2014
Telephone number	

The childminder was registered in 2000 and lives in Waltham Cross. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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