

# Childminder Report

**Inspection date**

30 September 2016

Previous inspection date

28 January 2013

<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 has successfully addressed the action raised at her last inspection. She has developed effective systems to implement all areas of learning through planned, purposeful play. Children take part in regular adult-led experiences and have time to indulge in self-chosen games. This helps them to make good progress.
- All children, including those who speak English as an additional language are skilful communicators. They engage in purposeful discussion with the childminder about people who are important to them and learn new words rapidly to communicate. For example, they ably refer to broccoli and cucumber as they talk about foods that are good for them.
- The childminder uses a range of ways to teach children about how to keep themselves safe and be more alert to potential risk. For example, she talks to children about the safe use of technology and ensures all media content they access is age-appropriate.
- The childminder builds suitable partnerships with parents. She draws on her experience to provide them with ongoing support and advice. This helps parents to meet and extend upon children's care and learning needs at home.

### It is not yet outstanding because:

- Occasionally, the childminder does not gather as much detail as possible from parents about children's learning at home when they start at the provision, in order to focus their early planning precisely on children's next steps.
- The childminder sometimes carries out simple daily tasks for children that they could manage for themselves, and so does not always promote their independence to the very best extent.

## What the setting needs to do to improve further

### To meet the requirements of the Childcare Register the provider must:

#### Due Date

- keep a record of the name, date of birth and hours of attendance for each child that is looked after on the premises and retain these for a period of two years. 14/10/2016

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

- focus more precisely on the initial information gathered from new parents to further support accurate assessments of children's starting points
- extend the daily opportunities that enable children to develop their independence.

### Inspection activities

- The inspector observed daily routines and children's activities indoors. She talked to the childminder and children at appropriate times throughout the inspection.
- The inspector observed a planned activity and jointly discussed the intentions and learning outcomes of this with the childminder.
- The inspector looked at the childminder's documentation including policies, training certificates and children's learning records.
- 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 arrangements for safeguarding are effective. The childminder has refreshed her knowledge of child protection issues. She knows the procedures to follow if she has any concerns for a child in her care or with the behaviour of another adult. Risk assessments on all areas are robust and enable the childminder to identify and minimise hazards for children. The childminder maintains detailed records for young children. However, she has not kept a record of the name, date of birth or daily hours of attendance for the older children in her care, in line with the requirements of the Childcare Register. The childminder works closely with the other settings children attend to ensure their individual needs are swiftly addressed. She regularly meets with other childminders to discuss current issues relevant to her role and uses online resources to help maintain her good quality teaching. The childminder welcomes the views of parents and children to help her to reflect on her practice and support continuous improvement.

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

The childminder uses effective methods of observation and assessment to support children's ongoing progress. She gets to know the children well and is knowledgeable about the skills they need to develop next. The childminder notes children's interests and uses this information to inform her planning. For example, children who favour arts and crafts have regular opportunities to explore and manipulate a range of textured materials. They practise their small-physical skills as they glue small, fluffy balls and coloured gems onto animal shapes. Children listen to and consider the childminder's suggestions. They revel in her ongoing praise and happily sing favourite rhymes as they play. Children are proud of their finished creations and carefully place their pictures ready to take home.

### Personal development, behaviour and welfare are good

Children settle with ease and feel secure in the childminder's welcoming home. They develop affectionate attachments to the childminder and seek help and reassurance as needed. The environment is organised well and enables children to make choices in their play. The childminder is a good role model. Children use their manners with gentle reminders. They learn acceptable ways to behave and how their actions have an impact upon their friends. Children have many opportunities to learn outdoors and broaden their sense of community. During local walks, children collect sticks, conkers and leaves to use in their craft activities as they learn about nature. They enjoy weekly trips to the market to help the childminder choose fresh fruit and vegetables to complement the food provided from home. The childminder strictly adheres to children's dietary preferences.

### Outcomes for children are good

Children make good progress given their starting points. They are resilient, confident individuals who develop a positive attitude to learning. Children concentrate for long periods of time as they work with the childminder and use pictures as a guide to connect puzzles pieces together. They hold pens effectively as they colour and give meaning to the marks that they make. Children develop the ability to interact socially with both adults and children, gaining the essential skills that they need for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	123264
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1042636
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 January 2013
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in St Albans. She operates during term time on a Monday, Wednesday, Thursday and Friday from 7.30am to 6.30pm, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language.

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