

# Childminder Report

**Inspection date**

3 November 2016

Previous inspection date

4 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not met	
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 considerable improvements since the last inspection. She has developed her knowledge of the early years foundation stage, in order to ensure she effectively supports children in their care and learning.
- Children enjoy the good support the childminder offers to help them develop their speaking and listening skills. The childminder effectively promotes children's speech during activities as she asks probing questions and encourages them to share their ideas.
- The childminder works with parents to ensure children's needs are met. She shares information with parents to ensure they know about their child's daily experiences.
- Children benefit from the many outdoor experiences that the childminder offers them. For example, they develop good physical skills and plenty of confidence as they learn how to use the large equipment in the park.
- The childminder has kept up to date with changes in government guidance as part of her continuous professional development. She has completed short training sessions to improve her knowledge and understanding of how to protect children and to help them to act confidently, responsibly and to show care for others.

**It is not yet outstanding because:**

- The childminder has not fully established the partnerships for sharing information about children's progress with all other settings they attend.
- On occasions, the childminder steps in too quickly during children's activities to redirect their learning. She does not always allow them sufficient time to finish tasks.

## What the setting needs to do to improve further

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

- enhance communication with other settings that children attend in order to gain further detail and a fuller picture of children's progress
- support children more effectively as they develop their skills in perseverance and independent 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 and the childminder discussed and reflected on children's learning through play.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of adults in the home and safeguarding procedures. She looked at observation and assessment records of children's progress and discussed the childminder's self-evaluation.
- The inspector looked at letters from parents and took account of their views.

### Inspector

Alison Reeves

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the possible signs that children might be at risk of harm. She has written procedures that she uses to guide her through the child protection referral process. The childminder has reviewed all of her policies and updated some to ensure she complies with all of the safeguarding and welfare requirements. The childminder has shared these documents with parents to ensure they clearly understand her role and responsibilities. She accurately records children's hours of attendance and has the documents needed to record accidents. The childminder works closely with parents to plan for children's care. She shares information with them about what children know and can do. The childminder knows about important changes in children's lives, such as when they are going to start pre-school.

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

The childminder offers children a good range of activities each day. She spends lots of time interacting with children. The childminder listens to what children have to say. They have good conversations that help the childminder to find out what children know and what they want to learn. The childminder supports children to explore their creativity. They thoroughly enjoy making patterns and pictures with paint and glitter. Children are eager to tell stories. They show their expert recall of many favourite tales. They involve the childminder as they get her to listen as they repeat the story and ask her to read to them. The childminder helps children to become aware of the printed word in books. Children are beginning to recognise some initial letters. The childminder frequently observes children as they play. She evaluates what she sees and helps children to make good progress as she decides on their next steps in learning.

### Personal development, behaviour and welfare are good

Children are well behaved. The childminder provides them with clear instructions that help them to understand what is expected of them. The childminder is friendly and approachable. Children enjoy the praise she gives them. They actively seek her involvement in their play. Children enjoy plenty of experiences out and about in the local area. They meet up with other people who care for children of a similar age. Children eat well. They enjoy balanced meals and help themselves to a drink when they need one. Children follow good hygiene routines. They know about the importance of washing their hands after using the toilet or feeding animals. Children often help care for the childminder's rabbits. They are eager to gather grass or feed the small pellets of food through the mesh of the cage. Children are learning about what living creatures need and they delight in being helpful and caring.

### Outcomes for children are good

Children make good progress from their individual starting points. They pursue their interests in stories and print. Children have good hand control and use many different tools to make marks and draw. Children have very good mathematical skills. They count correctly in sequence with ease. Children are well prepared for the next stage in their learning, such as in school.

## Setting details

<b>Unique reference number</b>	123285
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	997985
<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>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 November 2014
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in St Albans. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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