

Childminder Report

Inspection date	12 January 2017
Previous inspection date	21 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children demonstrate that they are very happy and settled with the friendly childminder. She offers a caring and secure environment for them. Children confidently explore the childminder's home. They express their affection for the childminder as they snuggle up to her to listen to their favourite stories that she reads to them.
- Children enjoy regular woodland walks in the local community, where they observe how the environment changes during the different seasons. They also travel on public transport to visit the doctors, veterinary surgeon and various shops. This helps children to learn about different occupations and the wider community.
- The well qualified and experienced childminder is truly committed to her role. She regularly attends training, reads professional publications and shares good practice with other childminders at the childminding group that she runs. Recent training has enhanced her understanding of how to further promote children's literacy development.
- Children behave well and develop secure relationships with each other. The childminder provides children with clear consistent boundaries, helping them to understand expectations. Children thoroughly enjoy playing games with each other and welcome the childminder's sensitive interaction in their play.

It is not yet outstanding because:

- Although the childminder obtains some useful information from parents when children first attend, her questions are not sharply focused to fully support her initial identification of children's precise learning needs.
- The childminder does not always make the most of all opportunities to encourage children to think deeply during planned activities that promote their expressive art and design skills.

What the setting needs to do to improve further

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

- extend the level of initial information obtained from parents in order to plan more precisely for children's continued progress from an early stage
- strengthen opportunities for children to think deeply during planned activities that promote their expressive art and design skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents spoken to and through written feedback provided. The inspector also reviewed the childminder's self-evaluation.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has an extensive understanding of possible signs that could indicate that children are at risk of harm. She knows how to take swift action in order to protect children's welfare in the event of a child protection concern. The childminder forms secure partnerships with staff at other settings that children attend to effectively support children's continuity in learning. Thorough and accurate self-evaluation ensures that strengths and areas for improvement are effectively identified and acted upon. The childminder carefully reviews children's progress to ensure that any gaps in learning are swiftly addressed. Parents regard the childminder as part of their own family and describe her as, 'The best'. They appreciate the ongoing updates they receive about their children's progress and ideas to support their children's learning at home.

Quality of teaching, learning and assessment is good

Children demonstrate perseverance as they learn to solve problems during their chosen play. For example, they work out how to press a small button on a toy telescope to reveal a series of pictures. Children use their vivid imaginations as they pretend to become wizards. They use complex sentences to make up spells and wave their magic wands. The childminder introduces children to mathematical ideas in a fun and engaging way. This motivates children to count the number of sides on complex shaped toy bricks. They use the correct names, such as octagon and diamond. They also enjoy using electronic equipment to add up items, such as the self-service tills at the supermarket with the childminder. Children begin to make links between colours and how they are used in the environment to help keep them safe. For example, red means stop or represents a hot tap. Children develop a good awareness of similarities and differences between themselves and others.

Personal development, behaviour and welfare are good

The childminder helps children to understand the importance of a healthy lifestyle. Children know to wash their hands before helping themselves to a selection of fruit to sustain their energy levels between the nutritious meals the childminder provides. Daily access to the childminder's inviting garden and regular visits to local parks help children to develop good physical skills. They perfect their balancing skills as they have a go at ice skating at a local ice rink. Children learn to assess their own risks. For example, they know that they must hold hands with the childminder when crossing the road and wait at specific locations when walking ahead of her.

Outcomes for children are good

Children are making good progress in their learning given their starting points. They are beginning to link letters to sounds and practise writing their name in a variety of ways. For example, they position long tubes on the floor to represent the initial letter of their name. They also identify letters in their names on signs when out in the local community. These are just some ways the childminder helps prepare children well for their next stage of learning and their eventual move on to school.

Setting details

Unique reference number	158967
Local authority	Hertfordshire
Inspection number	1063628
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 13
Total number of places	6
Number of children on roll	16
Name of registered person	
Date of previous inspection	21 October 2013
Telephone number	

The childminder was registered in 2001 and lives in Stevenage. She operates all year round from 7.15am until 6.15pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for three-year-old children.

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