

Childminder Report

Inspection date

22 February 2017

Previous inspection date

9 September 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 enjoy regular walks in the local community. They seek out leaves, stones and small bugs and place them in a magnifying jar to observe them closely. Children visit a wide range of zoos and farms with the childminder. They feed animals and learn about their habitats. This helps them to understand about living things and the wider world.
- The experienced childminder is committed to her role. She regularly attends training, reads professional publications and shares good practice with other childminders. Recent training has further enhanced her knowledge of how to protect children from harm.
- The childminder helps children to swiftly settle, when they first begin attending, by ensuring their favourite toys and activities are available. Children demonstrate that they feel happy and secure with the friendly childminder. She uses a soothing voice and provides reassurance when children become tired, helping them to peacefully fall asleep.
- The childminder provides children with clear consistent boundaries, helping them to understand expectations and how to keep themselves safe. Children thoroughly enjoy playing alongside each other and welcome the childminder's interaction in their play.

It is not yet outstanding because:

- Occasionally, children are not given enough time to think about and respond to the childminder's enthusiastic questioning.
- Although the childminder obtains some useful information from parents when children first attend, her questions are not sharply focused enough to fully support her initial identification of children's precise learning needs.

What the setting needs to do to improve further

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

- provide more opportunities for children to enhance their thinking and speaking skills as they formulate answers and respond to questions posed
- extend the level of initial information obtained from parents to include further detail of children's development, in order to plan more precisely for their continued progress from an early stage.

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, including the childminder's self-evaluation and evidence of the suitability of the childminder.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents during the inspection and also took account of their written views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure 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. 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 are complimentary about the service the childminder provides. They appreciate the ongoing updates they receive about their children's progress and describe her as 'very friendly' and 'generous with her care'.

Quality of teaching, learning and assessment is good

Children demonstrate perseverance as they learn to solve problems during their chosen play. They work out, through trial and error, how to rotate puzzle pieces so that they fit in place. Children use their vivid imaginations as they pretend to make different flavoured ice cream using toy food. They develop good control and coordination of their hands as they balance magnetic balls of ice cream on top of the cones. Children smile with delight as they enjoy exploring a range of electronic toys. They discover how to create a range of sounds as they press different buttons on the toy computer. The childminder successfully works in partnership with other professionals to support children who have special educational needs and/or disabilities. She carefully considers their needs and helps them to grow in confidence as they experience different sensory activities, such as sand. Children positively respond to the childminder's praise. This helps motivate them to complete challenging activities, such as connecting pieces of train track together.

Personal development, behaviour and welfare are good

The childminder is a positive role model. She listens well to children and encourages them to use good manners. Children enjoy regular visits to a wide range of organised activity groups with the childminder. This is one of the ways she helps them to develop good social skills as they play with larger groups of children. The childminder helps children to understand the importance of a healthy lifestyle. They follow a good hygiene routine and learn about the importance of a balanced diet. Children develop strong physical skills. Regular visits to local parks and soft-play centres help them to increase their strength and stamina as they climb and balance on large equipment.

Outcomes for children are good

Children are making good progress in their learning given their starting points. This includes children who have special educational needs and/or disabilities. They concentrate for long periods of time, given their young age. Children are independent, they access their own toys and demonstrate responsibility as they help to tidy these away when they have finished playing with them. They are beginning to count as they build towers from toy bricks and make comparisons between the different heights of their towers. These are just some of the skills that help to prepare children well for their next stage of learning and their eventual move on to school.

Setting details

Unique reference number	127892
Local authority	Hertfordshire
Inspection number	1063599
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	9 September 2013
Telephone number	

The childminder was registered in 1982 and lives in Ware. She operates from 7.30am to 5.30pm, Monday to Friday, all year round. The childminder supports children who have special educational needs and/or disabilities and provides funded early education for two-year-old children.

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