

Childminder Report

Inspection date

25 May 2017

Previous inspection date

4 February 2015

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

- The childminder promotes children's personal, social and emotional development. She encourages young babies to build effective attachments and form strong bonds. For example, she provides consistent routines and one-to-one interaction to effectively support children to feel safe and secure.
- Children's physical development is good. Young children learning to take their first steps are well supported. The childminder provides appropriate resources and she fully encourages children with regular praise as they confidently practise walking.
- The childminder attends regular training to ensure that she remains up to date with legislative changes. She regularly seeks the views of parents and children, through questionnaires and discussions. This supports her to promote continuous improvement.
- Children enjoy a range of healthy snacks and meals that helps them to develop healthy lifestyles. The childminder ensures that children follow good hygiene routines and have regular access to fresh drinking water. Children have regular opportunities to experience fresh air and exercise.

It is not yet outstanding because:

- The childminder does not consistently encourage parents to contribute to her initial assessments of children's starting points.
- The childminder does not request developmental information from other settings that children attend.

What the setting needs to do to improve further

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

- gather as much information as possible from parents to contribute to children's starting points on entry, in order to inform planning from the outset
- strengthen partnership working with other settings children attend, to promote further continuity in their care and learning.

Inspection activities

- The inspector observed children taking part in different indoor activities and evaluated these with the childminder.
- The inspector took account of the views of parents and children through written feedback provided.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation. She viewed training certificates and saw evidence of the suitability of the childminder and other adults living in the household.
- The inspector reviewed how the childminder evaluated her setting to promote improvement.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder uses a selection of written policies and procedures that she reviews and updates as necessary. She attends required training, including first aid, to support her in protecting children's safety and well-being. The childminder knows the signs and symptoms that may give cause for concern. She is aware of the procedure to follow if she has concerns about the welfare of children in her care. The childminder has effective partnerships with parents. She speaks to them daily and provides a written diary and regular newsletters to keep them updated. This supports parents to extend what their children have taken part in with the childminder, at home.

Quality of teaching, learning and assessment is good

Children take part in a wide range of activities and experiences that is engaging and interesting, including opportunities to enjoy the outside environment. Children attend many different groups, such as forest sessions. They explore the woodland areas, with the childminder, and learn about the world around them. The childminder completes regular observations of children. She tracks their progress and plans activities that incorporate their interests and next steps in learning. The childminder encourages children's communication and language development. For example, she introduces new words during story time, repeating these words for the young children to grasp.

Personal development, behaviour and welfare are good

Children develop close relationships with the childminder. They are motivated to join in and they have fun. For example, young children giggle enthusiastically as they play a spontaneous game of peek-a-boo with the childminder. The childminder promotes their emotional well-being. They snuggle into her when tired and enjoy regular spontaneous cuddles. The childminder promotes consistency within her setting. She supports children to follow appropriate boundaries and encourages them to respect themselves and each other socially.

Outcomes for children are good

Children are making good progress towards the early learning goals and are gaining skills to be ready for school or the next stage of their learning. They enjoy being creative and develop a real pleasure of music and movement opportunities. They dance and move their bodies to the sounds made by different musical resources, engaging happily. Children are working comfortably within the range of development typical for their age.

Setting details

Unique reference number	123398
Local authority	Hertfordshire
Inspection number	1089279
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	13
Name of registered person	
Date of previous inspection	4 February 2015
Telephone number	

The childminder registered in 1996 and lives in Harpenden. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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