

# Childminder Report

**Inspection date**

7 August 2017

Previous inspection date

18 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- Partnerships with parents are well established and effective. The childminder involves parents in her assessments of children's learning and development. She regularly shares information to help parents continue children's learning at home.
- The childminder supports children well to develop a positive interest in books. She provides them with a wide range of different literature relevant to their ages and stages of learning. This helps to encourage children's very early literacy skills
- The childminder uses ongoing observations well and makes accurate assessments of children's progress. She uses this information effectively to identify children's next steps in learning and to plan a wide range of interesting activities and experiences.
- Children behave well. The childminder gently reminds children of behavioural expectations within her setting.
- The childminder provides a warm and welcoming home environment where children thrive. Toys and resources are easily accessible to allow children to make choices in their play successfully.

### It is not yet outstanding because:

- Partnerships with other early years settings children attend are not fully established to further support continuity in their care and learning.
- Although the childminder reflects on and is aware of the strengths and weaknesses of her provision, she does not focus on ways to drive and enhance this even further.

## What the setting needs to do to improve further

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

- strengthen partnerships with other settings and encourage a consistent two-way flow of information to support continuity in children's learning and development further
- identify and set challenging goals that increase the potential to raise the quality of teaching and outcomes for children to a higher level.

### 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 completed a joint evaluation of an activity with the childminder.
- The inspector held some 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 spoke to parents and took account of their views through written feedback provided.

**Inspector**  
Claire Meyer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection issues and understands the procedures to follow should she have any concerns about a child's safety or welfare. She has robust risk assessments in place to ensure children are safe in her setting and on outings. The childminder has made several improvements since her last inspection. For example, she has successfully implemented new systems for recording incidents and how she informs parents. Parents speak highly of the childminder and praise the support she provides. The childminder updates her knowledge by attending training and sharing information with other childminders to improve her teaching. She closely monitors children's progress and takes prompt action where further support is required.

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

The childminder teaches children key skills through a wide range of activities. Children choose books for the childminder to share with them, naming the pictures in the story and recalling their recent holiday and trips on aeroplanes. The childminder encourages children to develop mathematical skills effectively as she counts the children's toes while supporting them to get dressed. Children play enthusiastically in the water outside. They create their own stories as they play with toy cars, figures and animals. The childminder plays alongside the children, supporting younger children to explore what is in the water play. For instance, they discover letters which form their names and mini beasts with many spots on that they count together. The childminder constantly develops the children's language with the introduction of new words, such as cascading, splash and splosh, which the children repeat back.

### Personal development, behaviour and welfare are good

Children are eager to enter the childminder's home on arrival. Flexible settling-in arrangements provide opportunities for the childminder to get to know the children and their families well. The childminder shares close relationships with the children and ensures she meets their individual needs. She has successfully improved her provision and supports children to manage their own behaviour effectively. They are confident and demonstrate their emotional security as they explore the environment. The childminder encourages children to become independent. For example, putting on their own shoes. The childminder gives children responsibilities for small tasks, such as showing others where the bathroom is. Snacks and meals provided by the childminder are healthy and nutritionally balanced. Children have regular opportunities for physical exercise in the garden and at local parks.

### Outcomes for children are good

Children's progress from their individual starting points is good. They happily express themselves and their needs to the childminder competently and confidently. They show an enthusiasm for finding out and exploring and are developing a range of skills and knowledge in preparation for their next stage in learning and school.

## Setting details

<b>Unique reference number</b>	123294
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1083020
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 December 2013
<b>Telephone number</b>	

The childminder registered in 1994 and lives in St. Albans, Hertfordshire. The childminder is available to care for children all year round from 8am to 6pm Monday to Friday. The childminder has an early years foundation degree.

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