

# Childminder Report

**Inspection date**

22 August 2017

Previous inspection date

23 February 2015

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

- Parent feedback shows that they are very happy with service provided. They say that they have total confidence in the childminder's abilities. They talk about how she uses a wider range of communication methods to keep them well informed about their child.
- Children learn how to keep themselves and others safe. They confidently explain that roads are dangerous and that they must hold the childminder's hand. They talk about how they wait until the green light appears before crossing the road.
- Children enjoy a good range of activities that help to support their physical development. They learn how to use writing tools, such as pens and paintbrushes and practise their balancing skills when riding a bike.
- The childminder attends a good range of training. This helps her to maintain her knowledge of the legal requirements and extend her understanding of how to effectively support children's learning.

### It is not yet outstanding because:

- The childminder does not consistently gain detailed initial information from parents about children's capabilities and development in order to help her build on their skills more precisely from the start.
- The oldest and most-able children do not have as many opportunities as possible to connect sounds and letters during play.

## What the setting needs to do to improve further

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

- seek more detailed information from parents about children's learning and development on entry to plan more precisely for their immediate learning needs
- expand the opportunities for children to explore sounds and letters in their play.

### 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 a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of parents' views through written feedback provided.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has completed relevant training and shows a good awareness of the issues surrounding child protection. She knows about her responsibility to report any concerns that she may have. The childminder routinely identifies, reduces or removes risks to children in her home and on outings. This helps towards promoting their safety and well-being. Partnerships with parents are good. They complete questionnaires and hold frequent discussions with the childminder about her service. This feedback helps her to plan and make decisions about improvements. Partnerships with other settings that children attend support continuity in their learning.

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

The childminder has a good understanding of how to meet children's individual learning needs. She uses information about children's interests to help plan a wide range of fun activities that help them to make good progress. Children are motivated to learn and enjoy playing in an enabling environment. Children have lots of opportunities to learn about mathematics. For example, as they play with puzzles, the childminder supports them to count in sequence, helping them to remember what number comes after six. Children show great pride when they successfully name number seven and then eight. They demonstrate that they understand positional language when the childminder talks about their puzzle being upside down. Children enjoy taking part in creative play. They have lots of fun getting messy when they spread foam over a large tray with their hands. Children make swirling patterns and draw circles in the foam, using their fingers and paintbrushes. Parents receive information about how to support their children's learning at home.

### Personal development, behaviour and welfare are good

Children are developing independence. They can take themselves to the toilet and wash their own hands. They also understand that having clean hands helps to prevent germs, keeping them healthy and well. The childminder prepares a balanced range of snacks and meals for children. They enjoy fresh fruit at snack time and talk about how much they like having pizza for lunch. The childminder uses positive behaviour management strategies. She provides clear explanations that help children to learn about the consequences of their behaviour. Children develop close relationships with the childminder and their peers.

### Outcomes for children are good

Children make good progress in relation to their starting points. They develop good communication skills, speaking with confidence. Children develop good levels of self-esteem. They proudly show the childminder what they have achieved and enjoy the positive attention she gives them in return. Children learn to socialise in large group situations during visits to local amenities. They are effectively developing the essential skills needed to help them move on to the next stage of their learning and for school.

## Setting details

<b>Unique reference number</b>	124027
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1089284
<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>	3 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 February 2015
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Cheshunt. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3.

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