

Childminder Report

Inspection date	12 October 2017
Previous inspection date	28 January 2014

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 builds close partnerships with parents. She frequently shares assessments of the children's learning and progress with them. The childminder provides ideas that parents can use at home to help further extend their children's learning.
- Children rapidly build close attachments with the childminder and the other children that attend. The childminder provides settling-in sessions that are well tailored to meet each child's individual needs. This helps children to quickly become confident.
- The childminder makes good use of training and opportunities for professional development. This helps her to extend and further develop her own skills and practice. The childminder inputs new ideas and information from what she has learned in successfully developing her practice.
- Children delight in exploring the local environment. They enjoy playing on equipment at the park and exploring the local wooded areas. Children have opportunities to develop their physical skills, for example, they ride push-along bicycles and play ball games.
- The childminder effectively promotes children's mathematical development. For example, she encourages them to count how many cars they line up, and name the shapes of different coloured bricks.

It is not yet outstanding because:

- The childminder completes regular and thorough assessments of children's progress. However, she does not always make the best use of this information to identify specific next steps in learning, to support children to make rapid progress.

What the setting needs to do to improve further

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

- enhance the use of information gathered from assessments to provide children with more precise next steps in learning, that helps them to make rapid progress.

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 in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding about the signs and symptoms of abuse. She knows and understands the procedures to follow and who to contact in her local authority with any such concerns. The childminder regularly evaluates her practice. She effectively gathers the views of parents and children and incorporates their important ideas into her plans for further development. The childminder works closely with other settings that children attend. She shares records of children's achievements and progress with them. This helps to promote continuity of care and learning for the children. The childminder monitors children's progress and achievements closely. She quickly identifies if a child has any gaps in their learning and provides targeted support where needed.

Quality of teaching, learning and assessment is good

When children first start, the childminder gathers information from parents about what their children are able to do. The childminder uses this information along with her own observations to accurately identify children's starting points. She supports children well, such as by helping them to place puzzle pieces in the correct place. Younger children have fun playing with a range of toys that make different noises. They smile and babble as they explore how different toys work. Children have many opportunities to develop their early writing skills. For example, they enjoy creating pictures using a range of different writing resources, including paint and colouring pens. Children identify the shapes they draw, such as circles, and try to write their own name.

Personal development, behaviour and welfare are good

Children behave well. The childminder provides consistent messages that support their understanding. She promotes good hygiene practices and children quickly learn to wash their hands before meals, and after outdoor play. The childminder talks to them about food that is good for them and this helps their understanding about healthy eating. She teaches children important skills, such as taking turns and sharing toys with each other. The childminder gives the children praise and encouragement. This helps to raise their self-esteem and confidence.

Outcomes for children are good

Children are very eager to learn and enjoy exploring the wide range of activities that are provided. They have many opportunities to develop their independence, such as when they pour their own drinks and help to prepare their own food. Children make good progress from their starting points. They quickly learn the skills they need to be ready for their next stage in learning, and for their move on to school.

Setting details

Unique reference number	130474
Local authority	Hertfordshire
Inspection number	1086947
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	6
Name of registered person	
Date of previous inspection	28 January 2014
Telephone number	

The childminder registered in 1992 and lives in Watford. She operates all year round from 8am until 6pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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