

Childminder Report

Inspection date

14 November 2017

Previous inspection date

1 December 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 communicates well with parents and supports them in extending their children's learning. For example, she carries out research and suggests books that support children's specific needs or extend their interests.
- The childminder continues to build on her practice by completing further training and researching topics. Children now refer to folders containing ideas for craft activities. These inspire them to try new activities and to extend their creativity.
- Robust monitoring of children's progress enables the childminder to quickly note any gaps in their learning and to take swift action to close these. She now offers children additional opportunities to use simple mathematical language to describe and compare size.
- The childminder uses her observations of children to understand their needs and interests and to plan activities that capture their attention and excite them. Children participate enthusiastically, gaining new knowledge and skills as they play.
- Children develop a meaningful awareness of diversity. For example, they enjoy reading books and participating in craft activities that provide information about other beliefs and ways of life.

It is not yet outstanding because:

- The childminder does not consistently offer as many outdoor learning opportunities to fully extend the development of children who prefer to learn in this environment.
- The childminder, sometimes, carries out tasks for children that they could do themselves, so she does not always promote their independence.

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 outdoor areas to offer children who prefer to learn outside further play and learning opportunities
- extend the opportunities that support children in developing their independence.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members. She discussed the childminder's self-evaluation information and viewed a range of other documentation, including the safeguarding procedures.
- The inspector took into account the written feedback from parents.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder continuously reviews children's safety and well-being. She maintains a good awareness of national policies and initiatives and a practical understanding of how to report any concerns about children's welfare. The childminder uses her childcare qualification to assist her in assessing all areas of her work and making pertinent changes. For example, she now makes simple posters for each month. These inform children's knowledge and initiate many discussions, such as about the weather, festivals and Remembrance Day. The childminder has effective procedures to work with other childcare providers so that children's care is consistent and their development is not interrupted as they move between settings.

Quality of teaching, learning and assessment is good

The childminder uses her observations of children to determine their next steps in learning. She competently includes these in the activities she plans. For example, children learn to name colours and develop their creativity as they use straws and paint to make firework pictures. They are enthralled by the patterns and the childminder extends the activity by offering them glitter. Children then develop their language skills as they describe the sparkling patterns they have made. Children enjoy many opportunities that support them in exploring. They competently use magnifying glasses to examine objects around the room, discussing how these make the objects look bigger. The childminder offers children interesting opportunities that support them in making marks and writing. For example, they make their own books and illustrate these.

Personal development, behaviour and welfare are good

Improved procedures enable the childminder to obtain clear information from parents about their child's needs, routines and interests. She uses this to help children settle and to plan initial activities that engage children and extend their learning. The childminder builds a very sensitive understanding of each child and uses this to inform her work. For example, she helps children to understand feelings and to recognise how their actions affect others. This aids children in learning to manage their behaviour. The childminder offers children opportunities that help them to understand how they are learning and developing. For example, children enjoy looking at photographs and reviewing their assessment records. This helps build their positive attitudes and prepares them for future learning. Children have opportunities to develop their physical skills. For example, young children develop control of their hand muscles as they carefully select small toy animals and arrange these.

Outcomes for children are good

All children make good progress. The childminder's effective teaching techniques aid them in developing the necessary skills that support their learning and prepare them for school. Children learn social skills that aid their ability to communicate and interact. For example, children building with bricks work amicably together. They help each other sort bricks according to colour and clap one another as they build tall towers.

Setting details

Unique reference number	123498
Local authority	Hertfordshire
Inspection number	1102985
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	1 December 2014
Telephone number	

The childminder registered in 2000 and lives in St Albans. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

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