

# Childminder Report

**Inspection date**

27 November 2017

Previous inspection date

4 December 2012

<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**

- Self-evaluation is effective. The childminder reflects well on her practice and the benefits to children. She evaluates activities to check that children are engaged and make consistently good progress. The childminder successfully identifies areas for further development to make ongoing improvements.
- The childminder offers a welcoming, well-organised environment for children. She makes thorough checks of her home to identify and remove any hazards to help children play safely. Children choose easily from a wide variety of play resources.
- The childminder has developed robust links with staff at other settings children attend. These help her to work in partnership, sharing information to further support children's individual learning needs.
- The childminder plans a very good range of activities and experiences for children. This is well matched to their interests and stage of development. Children make good progress from their starting points and embed the skills they need to support later learning and their eventual move to school.

**It is not yet outstanding because:**

- The childminder does not currently make the most of her good relationships with parents to encourage them to regularly share information about their children's learning and development at home.
- Opportunities for children to learn about different cultural traditions are not always varied.

## What the setting needs to do to improve further

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

- make even better use of the strategies that are in place to support parents, encouraging them to share information about their children's ongoing learning at home
- support children to explore and learn further about cultural diversity.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all persons living in the household. The inspector discussed with the childminder how she reflects on her practice.
- The inspector took account of the views of parents through written feedback they shared with the childminder.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of how to recognise and report any child protection concerns. This helps to protect children's welfare and well-being. The childminder has positive relationships with parents. She keeps them well informed on a daily basis through discussions and via picture messaging. The childminder regularly seeks feedback from parents and children to help her evaluate her provision. She adapts her practice where necessary to help her support each family's childcare needs. The childminder pays good attention to her ongoing professional development. She updates training and networks with other professionals to keep her knowledge and skills current.

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

The childminder gathers detailed information about children's needs and achievements before they start. She gets to know children well and monitors their progress closely. The childminder successfully supports children's language and communication skills. For example, she talks with children, shares stories and encourages new words. She gives children time to listen and think for themselves, helping them to use their existing knowledge and imaginations. Children listen as the childminder reads from an interactive, electronic book. As they hear her read, they look for matching picture clues on corresponding buttons. Children press these excitedly and laugh and clap when they choose the correct one. The childminder makes good use of daily activities to encourage learning, for instance, she counts and names shapes and colours while children play.

### Personal development, behaviour and welfare are good

The childminder is responsive to the individual needs of each child. She supports their emotional and physical well-being effectively. The childminder acts as a good role model and offers children calm, consistent reassurance and praise. Children behave well and quickly become familiar with the daily routines, including dealing with personal hygiene. They learn to show consideration to others when taking turns while playing games, such as monster bingo. The childminder helps children develop an awareness of how to keep themselves safe, for example, sitting carefully on their chair. She supports children's good health effectively, offering them healthy options at snack and mealtimes. Children enjoy plenty of opportunities for fresh air and exercise at local parks and groups.

### Outcomes for children are good

Children grow in confidence and become more independent. They develop good physical skills, moving around the home safely. Children learn how to remain safe, practising road safety while walking to the park or toddler group with the childminder. They develop their coordination and prepare for early writing, for instance, when they use a variety of pens, pencils and crayons to draw. Children enjoy activities and are eager to learn.

## Setting details

<b>Unique reference number</b>	160093
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1059410
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 December 2012
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Royston, Hertfordshire. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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