

# Childminder Report

**Inspection date**

21 February 2018

Previous inspection date

16 January 2014

<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

- The childminder and her assistants accurately assess children's development. They plan varied activities that help children to build on what they already know.
- The childminder provides effective coaching and support for her assistants. She makes sure they understand their responsibilities and encourages them to enhance their practice through research and training.
- Children have a good introduction to healthy lifestyles. They learn the importance of regular hygiene routines and have daily opportunities to be active indoors and outdoors.
- Children develop strong attachments to the childminder and her assistants. They demonstrate high levels of confidence and clearly feel safe and secure.
- The childminder takes children on frequent outings. They visit local toddler groups, woodland areas and wildlife centres. This helps children to develop their social skills and learn about the world around them.

### It is not yet outstanding because:

- At times, group activities do not fully engage and support individual children's learning according to their differing levels of ability.
- The childminder does not make the most of opportunities to question children during activities to prompt them to think about and use their own ideas.

## What the setting needs to do to improve further

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

- refine the planning of group activities to fully engage and support all of the children according to their differing levels of ability
- make the most of opportunities to question children during their activities to encourage them to think about and use their own ideas.

### Inspection activities

- The inspector observed the quality of teaching during the activities and assessed the impact this has on children's learning.
- The inspector looked at some documentation, including children's records and evidence of the suitability of the childminder, her family and the childminding assistants.
- The inspector evaluated a specific activity with the childminder. She spoke with children and adults during the inspection.
- The views of parents were taken into account through written feedback.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants have a good understanding of their responsibilities to keep children safe. They attend child protection training and know the procedures to follow if there are concerns about a child's welfare. Children are supervised during their play and learn to keep themselves safe. For example, they tidy away their toys before their dancing activity to avoid trip hazards. The childminder considers the service she offers and gathers the views of parents. She makes improvements that enhance children's experiences, such as providing additional play areas in the garden. The childminder has links with the local school to help her support older children's move into Reception classes.

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

The childminder and her assistants know children well and plan activities that support their individual interests. For example, children have toy dinosaurs and cars to play with. Children choose books with pleasure and listen well to stories. They make noises with musical instruments and enthusiastically sing along to well-known nursery songs. The childminder and her assistants effectively support children's language development. They sound out new words with precision and name the tools that children use to plant daffodil bulbs. The childminder supports children's growing independence as, for example, she encourages them to cut up their fruit for snack.

### Personal development, behaviour and welfare are good

The childminder and her assistants give warm cuddles to reassure children still settling in. They gather detailed information from parents about children's individual needs and meet them well from the outset. Children share their toys and behave well for their age. They cooperate in lively games, such as 'sleeping bunnies'. The childminder provides an exceptional range of home-cooked, nutritious foods that takes into account children's dietary needs. Parents praise the childminder for the high-quality care she gives their children. They say they are well informed about all aspects of their children's care and learning.

### Outcomes for children are good

Children make good progress in their learning. They develop the skills they need for the next stage of their learning. Babies confidently crawl around the play area testing their skills as they pull themselves up, or reach for toys. Young children learn to use numbers as, for example, they count the spoons of compost into plant pots. Older children use crayons, chalks and pencils to make marks and practise their early writing skills. Well-organised and plentiful resources help children to choose their toys independently.

## Setting details

<b>Unique reference number</b>	123478
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1086935
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 January 2014
<b>Telephone number</b>	

The childminder registered in 2000 and lives in St Albans, Hertfordshire. The childminder operates all year round, from 6.30am to 7.30pm, Monday to Friday except for family and bank holidays. She employs two childminding assistants. The childminder and one of the assistants hold relevant childcare qualifications at level 3. The childminder provides early education funded places for two-, three- and four-year-old children.

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