

# Childminder Report

**Inspection date**

19 March 2018

Previous inspection date

4 March 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 places a strong focus on partnership working. Parents are encouraged to actively contribute to children's initial assessments. The childminder regularly meets with key staff from the local nursery school, to achieve a consistent approach to children's learning and development.
- Children are skilful communicators and learn new words rapidly. The childminder engages children in interesting discussion, and uses her knowledge of each family to help stimulate children's contribution. Children are confident to initiate conversation with the childminder, such as talking about medicines and plasters, as they pretend to be doctors.
- The childminder supports children's emotional well-being very successfully. She regularly shares detailed information with each family, and tailors the level of support she provides for every child. This enables her to predict and swiftly manage, children's responses to various situations, to enhance their development further.
- Children are secure and comfortable in the childminder's care. A gradual settling-in process helps children to experience a smooth move into her home.
- Children have access to a wonderful range of resources and are given time to enjoy uninterrupted play. This helps to build on their curiosity and level of imagination.

### It is not yet outstanding because:

- The childminder does not use her regular assessment of children's development as effectively as possible, to help them make more 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 assessments, to plan precise ways to help children make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, 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 the written feedback provided.

### Inspector

Rachel Pepper

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands how to keep children safe and is aware of the signs and symptoms that may indicate a child is at risk of harm. She knows the procedures to follow if she has any concerns about children's welfare. The childminder effectively reflects on her practice and values the feedback and suggestions she gains from parents, to support continuous improvement. For example, she now regularly rotates the resources available, to ensure that she continues to challenge and stimulate children. The childminder uses a range of ways to ensure her knowledge and practice is kept up to date. For instance, she sources information online, reviews childcare publications and completes regular training.

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

The childminder draws on her wealth of experience and demonstrates a consistently good quality of teaching. She gauges children's responses during activities and adapts her teaching style well, to maintain their level of interest and concentration. For example, she uses a range of questioning techniques that challenges children to think and respond. Children are motivated to learn through the well-planned activities that the childminder provides. For instance, they develop their smaller physical skills as they dress and apply bandages to the dolls, and expertly manipulate buttons to operate interactive toys.

### Personal development, behaviour and welfare are good

Children behave well and cooperate within the childminder's boundaries and routines. For example, they help to tidy away toys when they finish their play, wash their hands before every mealtime, and ask to leave the table after they have eaten. The childminder understands how to promote children's good health, and strictly adheres to their dietary requirements. She takes the children to regular weekly activities, such as a music and rhyme group. This helps to support children's developing social skills, as they interact with others and begin to form friendships. Children have many opportunities to access fresh air and exercise. For example, they walk to school each day, enjoy trips to the farm and explore the newly installed apparatus at the local park.

### Outcomes for children are good

Children progress well from their starting points and are working comfortably within the range typical for their age. They are beginning to be independent in self-care, as they dress themselves and wipe their nose with minimal guidance. The childminder ably supports children's readiness for the next stage in their learning, as they move on to nursery, and then to school. She takes into account their previous experiences and the level of support they may need. Children show an interest in mathematics and literacy. For instance, they recite number names in sequence and eagerly practise making marks which helps to develop their early counting and writing skills.

## Setting details

<b>Unique reference number</b>	EY467272
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1102657
<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>	2 - 5
<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 March 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in the village of Walkern, Hertfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday and from 7.30am to 9am on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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