

Childminder report

Inspection date	4 October 2018
Previous inspection date	28 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children have good opportunities for developing their physical skills. For example, the childminder provides a stimulating range of toys and resources that supports young children in taking their first steps.
- The childminder works well with parents to support children's learning and development and she promotes good opportunities for sharing information with them.
- The childminder promotes young children's communication and language development. For example, she repeats her words when introducing new vocabulary.
- The childminder follows a programme of professional development, which includes updating her knowledge through training.
- Young children develop strong bonds and form attachments with the childminder. They demonstrate that they feel safe and secure. The childminder regularly praises and reassures children. She promotes their personal, social and emotional development well.

It is not yet outstanding because:

- Sometimes, partnerships with other agencies and professionals are not consistently effective in promoting a shared approach to children's care and learning.
- The childminder does not make the most effective use of the self-evaluation and monitoring processes to consider ways that ambitiously raise the standard of provision to outstanding.

What the setting needs to do to improve further

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

- enhance partnerships with other agencies and professionals to support and complement children's care and learning experiences fully
- strengthen the use of the self-evaluation and monitoring processes that increase the potential to deliver the highest-quality provision and excellent outcomes for children.

Inspection activities

- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed an adult-led activity and evaluated this with the childminder.

Inspector

Jo Rowley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder attends child protection training. This ensures that she is able to identify the signs and symptoms of abuse and knows the correct procedures to follow if she has a concern about a child in her care. The childminder promotes children's safety. She ensures that children are cared for in a safe and secure environment. The childminder completes regular risk assessments and supports children to understand how to manage risks and hazards independently. For example, children develop a good understanding of road safety during their walk to and from school each day. The childminder involves parents in their children's care. She encourages parents to share their children's achievements from home. This promotes consistency in children's care and learning. The childminder regularly meets with other childminders through networking events, where they share good practice.

Quality of teaching, learning and assessment is good

The childminder identifies children's starting points through discussions with parents and her own observations. This helps her to plan activities and experiences that link to children's next steps in learning. The childminder follows children's interests. For example, children initiate play using a range of soft puppets and toys. The childminder incorporates the puppets into stories and nursery rhymes. This engages the children and promotes their speech and language development. The childminder makes the most of spontaneous opportunities. She extends children's learning of colours and shapes during their chosen interest in magnets. The childminder provides opportunities for children to learn about festivals and cultures other than their own during planned activities.

Personal development, behaviour and welfare are good

The key-person system is effective. The childminder provides good settling-in sessions, according to parents' requirements and children's needs. She identifies children's likes and interests and special requirements. This has a positive impact on children's care and well-being and enables them to make a smooth transition from home to the childminder's setting. The childminder is a good role model. She supports children to develop a strong awareness of expectations with clear and consistent boundaries. The childminder works with parents to ensure that they manage children's behaviour consistently. This helps children to learn right from wrong. The childminder encourages parents to provide healthy, well-balanced snacks and meals for their children. She encourages children to develop good social skills and learn about appropriate manners. Children have daily opportunities for fresh air and exercise. They attend a wide range of outside groups where they explore different activities and equipment.

Outcomes for children are good

All children make effective progress in their learning given their starting points and capabilities. They are acquiring the key skills they need for future learning. Children have good opportunities to use a range of tools as they draw and create their own pictures. This helps to support their early literacy skills.

Setting details

Unique reference number	123252
Local authority	Hertfordshire
Inspection number	10059336
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 April 2015

The childminder registered in 1993 and lives in St Albans. She operates Monday to Friday from 7.30am until 6pm, term time only, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

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