

# Childminder report

8 Sandringham Gardens, BISHOP'S STORTFORD, Hertfordshire CM23 3UJ



<b>Inspection date</b>	16 October 2018
Previous inspection date	8 October 2015

<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 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 are making good progress. The childminder consistently supports children's speech and language development. For example, she introduces new vocabulary during their play and regularly repeats the new words to ensure that children become familiar with them.
- The childminder promotes an effective partnership with other professionals. She consistently shares information and works closely with key staff to identify children's individual needs. This helps children to make a smooth transition between settings.
- Children are happy and settled. The childminder regularly praises and reassures children. This promotes their self-esteem and helps them to feel secure. Children develop strong bonds and attachments with the childminder and their peers.
- The childminder reviews her setting to promote continuous improvement. She reflects on and evaluates activities, to ensure that she can consistently provide opportunities for children to make good progress.
- Children eat well. The childminder provides children with a healthy, well-balanced diet of fresh food that includes a wide range of fruit and vegetables.

### It is not yet outstanding because:

- Sometimes, the childminder does not make full use of opportunities to build on children's understanding of their personal safety.
- The childminder does not provide enough opportunities for children to experiment with making marks and practising their early writing skills.

## What the setting needs to do to improve further

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

- enhance opportunities for children to explore mark-making resources
- extend opportunities for children to develop a consistent understanding of their personal safety.

### Inspection activities

- The inspector spoke with 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 observed the childminder interact with children during activities.
- The inspector took account of the views of parents through written feedback provided.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of adults living in the household.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has a strong partnership with parents. In their written feedback, parents speak highly of the care and attention the childminder gives their children. The childminder promotes good opportunities for sharing information with parents. They regularly discuss children's individual interests and the childminder encourages parents to extend their children's learning at home. This effective partnership working helps the childminder to know what children enjoy doing outside of her setting. This enables her to link children's interests to the activities she plans. The arrangements for safeguarding are effective. The childminder updates her knowledge of child protection through regular training. This helps her to develop a good understanding of the signs and symptoms of abuse. The childminder has a wide range of policies and procedures including child protection, which she shares with parents. She is aware of the professionals to contact if she has concerns about the children in her care.

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

The childminder knows the children well. She observes children and regularly assesses their development. The childminder provides children with enjoyable activities and experiences that meet their individual learning needs. She promotes good opportunities for children to develop their physical skills. The childminder supports and encourages young children's determination to stand and walk. For example, she warmly encourages them to practise their first steps. The childminder provides children with a good balance of inside and outside experiences. Children take part in group activities, such as toddler and childminding sessions. This supports children to explore a wide range of different toys and resources. The childminder promotes effective opportunities for children to develop their mathematical skills. She effectively challenges them with more advanced jigsaw puzzles and games that encourage their matching and sorting skills.

### Personal development, behaviour and welfare are good

The childminder provides consistent boundaries. This enables children to learn about appropriate ways in which to behave. For example, the childminder introduces a range of card games. This supports children to take turns and reinforces their understanding of sharing. The childminder provides activities that promote children's imaginations. They engage fully as they pretend to feed and care for their dolls. The childminder supports children to develop a caring nature. For example, she encourages them to be gentle with their dolls, role modelling how to hold and cuddle them. This promotes children's personal, social and emotional development. Children have daily opportunities for fresh air and exercise. The childminder ensures that children explore the local community areas with planned outings. This also supports children's understanding of the people and communities around them.

### Outcomes for children are good

All children are making strong progress in their learning given their starting points and capabilities. They are acquiring the key skills they need to be ready for school or their future learning. Children enjoy books. They freely access stories that interest them and concentrate for long periods when looking at the picture books that engage them.

## Setting details

<b>Unique reference number</b>	162291
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063535
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 October 2015

The childminder registered 2001 and lives in Bishops Stortford. She operates Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

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