

Childminder report

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| Inspection date | 25 October 2018 |
| Previous inspection date | 21 November 2017 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| 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 enjoy a wide range of opportunities to learn simple mathematics. They enjoy counting out how many pieces of dried pasta they use to make a shaker for a younger child. Children learn about capacity and use words, such as 'full', to explain why their container does not make a noise as they move it up and down.
- Children develop strong relationships with the childminder. They seek her out for support and cuddles when needed and show that they enjoy spending time with her. The childminder demonstrates that she knows the children in her care very well and she recognises when they are feeling tired and need a nap.
- The childminder completes thorough risk assessments of her home. She implements appropriate safety measures that help to protect children. For example, the childminder is very vigilant and children do not have unsupervised access to the kitchen and stairs.
- Parents report that the childminder provides a home-from-home, happy and safe environment for children. They describe how their children flourish and thrive in the childminder's care. Parents talk about how their children have formed bonds with the childminder and her husband.

It is not yet outstanding because:

- Young children are not always able to have more choice about what they want to play with as they begin to develop their independent learning.
- Children do not have as many opportunities as possible to explore writing as part of their play.

What the setting needs to do to improve further

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

- support younger children's independent learning consistently to enable them to make more choices about what they want to play with
- enrich opportunities for children to make purposeful marks and practice their early writing skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector discussed activities and practice 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 or working in the household.
- The inspector interacted with children during the inspection.
- The inspector took account of parents views through the feedback provided.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has completed training that helps her to identify the issues surrounding safeguarding. She knows how to make a referral should she have any concerns about a child's welfare. The childminder holds regular professional discussions with other local practitioners. This helps to ensure that she stays up to date with current guidance and she regularly reflects on her practice. The childminder listens to children and holds frequent discussions with parents. This helps to inform ongoing improvements. The childminder shares information about children's learning and progress with their parents. She also works with staff from other settings that children attend to promote their continuity in their learning.

Quality of teaching, learning and assessment is good

The childminder supports children effectively to develop their physical skills. She encourages them to pick up and put down small items using tongs. Older children show good levels of participation as they explore a set of weighing scales. They experiment by placing more things in one side than the other to see what happens. Children are delighted when one side lowers and know that this is because 'it is heavier'. Babies enjoy babbling and experimenting with sounds. Children learn about the world around them supported by the childminder. For example, she uses equipment to prompt discussions about what day of the week it is and what the weather is like outside. Older children enthusiastically recall past events, such as when it snowed. They tell the childminder 'it was cold' and that they had to wear a 'winter coat and boots'. Babies enjoy listening to music and singing. They show great pleasure as they bounce in time to the music and copy actions carried out by the childminder, such as clapping their hands.

Personal development, behaviour and welfare are good

The childminder communicates well with the parents about their children's care needs. She gathers important information from the start that helps ensure that she effectively meets their ongoing personal needs. The children visit local childminder groups twice a week. This gives them plenty of opportunity to spend time with other children to develop their social skills and self-confidence. Children enjoy consistent praise for their efforts, which helps to build their self-esteem. The childminder gives parents information about how they can support their children's learning at home. Children learn how to keep themselves and others safe. For instance, the childminder explains why she must remove small items and put them out of babies' reach. Children are well behaved. Older children show a caring attitude towards those younger than them. Children learn about good hygiene practice through the daily routines.

Outcomes for children are good

Children make good progress in relation to their starting points. They are well prepared for their future learning and the move on to school. Children concentrate well as they take part in play that interests them. Babies are confident and very eager to explore their environment. Older children happily play with their chosen activity for extended periods of time. Children learn how to manage their self-care needs independently, such as taking themselves to the toilet.

Setting details

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| Unique reference number | 496880 |
| Local authority | Hertfordshire |
| Inspection number | 10079527 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 21 November 2017 |

The childminder registered in 2001. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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