

# Childminder report

<b>Inspection date</b>	25 October 2018
Previous inspection date	4 June 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

- The childminder knows children well and plans a wide range of activities that he and his co-childminder tailor well to children's interest and stage of development.
- Children benefit from being with the caring and kind childminder. The childminder has a calm and encouraging approach with young children, which supports their emotional well-being effectively.
- The childminder regularly reviews the quality of the provision, considering the views of his co-childminder, parents and children, and accurately identifies areas for improvement. For instance, he has strengthened the opportunities for children to become even more independent in their daily routines and play.
- Children make good progress. The childminder successfully supports children's physical development. For example, he encourages young babies to hold their bottles and feed themselves with a spoon.

### It is not yet outstanding because:

- Occasionally, the childminder does not give younger children the time they need to persevere at tasks and work things out for themselves.
- The childminder does not sharply focus his professional development to raise the quality of teaching to enhance further learning experiences for children.

## What the setting needs to do to improve further

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

- extend opportunities for younger children to solve the problems they encounter as they play
- reflect more precisely on the quality of teaching to identify and address how to improve practice even further to help children reach the highest level of learning.

### Inspection activities

- 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 and co- 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 parents' views from questionnaires and letters.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is very clear and confident about his role in ensuring children's safety and welfare. He updates his knowledge of the safeguarding practice and knows whom to contact in the event of a concern about a child. He is clear about the wider safeguarding issues. The childminder makes sure the premises are safe and secure, and has taken positive action to minimise risks to children. The childminder and his co-childminder work closely together. They have a good relationship with parents. Parents are happy with the service provided by the childminders. The childminder and his co-childminder have weekly meetings to discuss and track children's progress effectively. This helps them to identify children's achievements and target any gaps in their development to help them make good progress in their learning.

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

The childminder knows the children well and follows their interests. He engages with children at their level, and encourages them to explore ideas and develop their play. Children enjoy listening to stories and singing nursery rhymes. The childminder introduces action songs, and resources as they sing nursery rhymes. This helps children to enjoy themselves and keeps them engaged for longer periods. The childminder helps children develop good communication skills, for instance, when he repeats words and sentences back to them.

### Personal development, behaviour and welfare are good

The childminder successfully helps children to learn about healthy lifestyles. For example, children have good opportunities to be physically active and follow good hygiene routines. They wash their hands before meals and after playing with messy materials. Regular visits to playgroups and shops with the childminder provide children with good opportunities to learn about their local community. Children show high levels of self-confidence and a willingness to support their friends. For instance, toddlers help babies by bringing them toys to play with and are attentive to their friends' needs.

### Outcomes for children are good

Babies show increasing confidence as they practise their physical skills, such as standing unaided. They clap their hands in enjoyment as they hear favourite songs. Toddlers develop the small hand muscles they will need to make marks or write as they attempt to complete interactive puzzles. Children learn a good range of skills that prepares them well for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY294077
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10070384
<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>	0 - 8
<b>Total number of places</b>	10
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	4 June 2015

The childminder registered in 2004. He lives in St Albans, in Hertfordshire. He operates all year round, from 7am to 6.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder works with his wife, who is also a registered childminder.

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Piccadilly Gate  
Store Street  
Manchester  
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