

Childminder report

Inspection date	18 January 2019
Previous inspection date	30 September 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

This provision is good

- The childminder carefully assesses areas of potential risk to children in her home and garden. She also helps children to begin to learn about safety. For example, she clearly explains to them why they cannot use the garden when it is icy outside.
- Children quickly form strong attachments with the childminder. They demonstrate they are happy and inquisitive learners. Children move about the childminder's home freely, making their own choices from the wide range of opportunities available to them.
- Children make good progress with the childminder. She helps them to develop good listening skills and to follow instructions. The childminder differentiates her questions according to children's understanding. For example, her questions to children with higher levels of understanding are more complex. This helps to challenge children's thinking skills.
- The childminder meets regularly with other childminders and helps run a toddler group in her local community. Opportunities at this group enable the children she cares for to mix with larger groups of children, which helps to support their social development.
- The childminder does not routinely develop effective partnership working with all other settings children attend, to gain a greater understanding of how they learn and develop in different contexts.
- The childminder does not consistently make the best of opportunities to increase children's awareness of the differences and similarities between themselves, their families and others in society.

What the setting needs to do to improve further

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

- enhance partnership working with all other settings that children attend, to build up a greater knowledge of how children are learning and developing
- maximise opportunities for children to develop their understanding of the similarities and differences in each other, their families and of people in the wider world.

Inspection activities

- The inspector observed the childminder teaching the children through a planned activity and discussed the learning that was taking place with her.
- The inspector looked at the areas of the premises used for childminding.
- The inspector observed the childminder's and children's interactions through play and routine activities.
- The inspector discussed children's development with the childminder and sampled some assessment records and a range of other documents, including the safeguarding policy.
- The inspector took into account the written views of parents and discussed the childminder's reflections on her practice with her.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to swiftly meet children's needs in the event of a child protection concern. She reflects on her practice and looks for ways to make effective improvements. For example, the childminder ensures her resources and equipment continue to meet the needs and interests of each child. The childminder networks with other childminders and undertakes training. These activities provide her with opportunities to engage in professional discussions, share good practice and enhance her knowledge and teaching skills. The childminder regularly tracks children's progress and identifies any emerging gaps in their development. She shares this information with parents to help to promote continuity in children's learning.

Quality of teaching, learning and assessment is good

The childminder spends time with parents when they register their children with her. This helps her to get to know children well and gain a good understanding of what they can already do. The childminder skilfully teaches children as they play. For example, as children pretend to make meals with play food, she introduces mathematical concepts, such as size and counting. The childminder promotes children's literacy development well. For example, as she shares stories with them, she points out familiar words and gives children time to gain information from looking at pictures. The childminder carefully observes children's learning as they play and this helps her to identify their individual interests and next steps in learning. She uses this knowledge to plan further activities that build on children's skills and to support their overall good progress.

Personal development, behaviour and welfare are good

The childminder respects each child's individuality and provides secure routines that meet their needs. For example, she provides food when children say they feel hungry and is aware of the different times that children need to sleep. Children have many opportunities to be active, they enjoy time they spend in the garden and have ample space indoors for movement. Children demonstrate they feel secure in the childminder's care. They chat freely to visitors and some children display high levels of communication and language skills. Parents speak positively about the childminder. For example, they state she provides a nurturing, caring environment and helps children to develop good social skills.

Outcomes for children are good

All children develop effective skills that prepare them well for their future learning and eventual move to school. Children develop a good understanding of space and shape. They demonstrate this through completing puzzles and from an early age being able to recognise some basic shapes. Children learn how to use technological toys. For example, they know how to make music play by pressing buttons. They are keen to help each other to succeed, for example as they tell other children they will help them to complete puzzles.

Setting details

Unique reference number	EY383827
Local authority	Hertfordshire
Inspection number	10063606
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	30 September 2015

The childminder registered in 2008 and lives in Buntingford, Hertfordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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