

# Childminder report

<b>Inspection date</b>	18 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 promotes children's communication and language development. She provides a range of activities that children enjoy, and she introduces new words through modelling language and effective interaction. This has a positive impact on children's growing vocabulary.
- The childminder evaluates her setting to promote continuous improvement. She consistently reflects on planned and spontaneous activities, to ensure that she can provide opportunities that support children to make good progress.
- The childminder promotes children's understanding of their personal safety during day-to-day activities, such as when preparing snack. For example, she supports children to learn how to hold utensils appropriately and how to cut their fruit safely.
- Children are independent. The childminder promotes good opportunities for them to make choices about their play. She encourages children to develop their self-care skills. For example, children put on and take off their coats and shoes independently and are quick to help the childminder at tidy-up time. This supports them well in preparation for their move to school and demonstrates good awareness of routines.
- The childminder promotes the use of mathematical language during activities and experiences, to develop children's learning further. For example, she encourages children to look at numbers and size as they complete challenging jigsaw puzzles.
- Children benefit from a healthy, well-balanced diet. They follow daily routines, such as handwashing before meals and after outdoor play. This helps children to develop a good understanding of healthy lifestyles.
- Supervision arrangements to monitor the assistant's teaching and professional development are not yet embedded.
- The childminder does not share information with all other settings that children attend to provide consistent support and complement their learning experiences.

## What the setting needs to do to improve further

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

- embed the use of supervision to monitor the teaching quality of assistants and support their ongoing professional development
- strengthen partnerships with other providers to consistently support and complement children's care and learning experiences.

### Inspection activities

- The inspector took account of the views of parents through written feedback provided.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector observed an adult-led activity and evaluated this with the childminder.
- The inspector observed the quality of teaching during activities indoors and outdoors 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 and working in the household.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge and understanding of where to report concerns about children's safety and welfare. She knows the professionals to contact if allegations are made against herself, her assistant or any household member. The childminder works with an assistant on a regular basis and together they attend relevant training, such as safeguarding and first aid. This promotes children's safety and well-being. The childminder forms good relationships with parents. She seeks their views and opinions to support her in making continuous improvements, and they respond positively. Parents praise the childminder for her good communication skills and for the warm and loving environment she provides. They express in their feedback the positive changes they see in their children's development, such as how settled and confident they become.

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

The childminder regularly observes children and she monitors the good progress they make in their learning and development. The childminder identifies children's next steps in learning and incorporates these into activities and experiences that effectively challenge children. For example, children take part in planting flowers for Mother's Day. They use a range of tools as they scoop soil into the pots and then independently water their flowers. This helps to develop children's finer physical skills. The childminder engages children in interesting activities and experiences. For example, she encourages their enjoyment of stories using props and visual aids, which children interact with. This promotes children's communication, language and literacy development.

### Personal development, behaviour and welfare are good

The childminder promotes children's personal, social and emotional development. She regularly encourages children through praise and reassurance. This promotes their self-esteem. Children develop strong bonds and attachments with the childminder and other children in the setting. They demonstrate that they are happy and settled. The childminder is consistent in her approach to behaviour management. She helps children to learn about expected behaviours. For example, during games and activities she very clearly includes everyone, but ensures that children understand the need to wait patiently for their friends to have their turn too. The childminder responds very well to children's ideas. For example, children start a spontaneous game of hide and seek. They have fun together and engage effectively. This raises children's confidence.

### Outcomes for children are good

Children are making good progress, given their starting points and capabilities. They are gaining the necessary skills to be ready for school or the next stage of their learning. Children develop their creative skills. For example, they have good opportunities to use construction toys, and imaginatively play with small figures to create their own stories. Children explore different materials, such as sand, and they enjoy using role-play resources, which further promotes their imaginative skills.

## Setting details

<b>Unique reference number</b>	EY546152
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10097274
<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 - 7
<b>Total number of places</b>	3
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Cheshunt. She operates from 7am until 6.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds qualified teacher status. She works with an assistant on a regular basis. The childminder provides funded early education for two-year-old children.

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