

# Childminder Report

**Inspection date**

13 July 2017

Previous inspection date

15 October 2012

| <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 the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Outstanding | 1        |
| Outcomes for children                                         |                         | Good        | 2        |

## Summary of key findings for parents

**This provision is good**

- The childminder shares her policies and procedures with parents when they register their children with her. She enables parents to have a good understanding of her role as a childminder and her statutory responsibilities.
- Children flourish in the childminder's care and develop a deep sense of belonging. Highly skilled interactions and consistent care from the childminder support children's exceedingly good relationships with her. Children's behaviour is excellent.
- Partnerships with parents and carers are superb. Parents are extremely happy with the level of care and education their children receive. The childminder has highly effective systems in place to ensure parents are continually involved in their children's learning.
- The childminder's strong teaching skills contribute to the good progress children make. Children's mathematical development is good. They understand simple addition, talking about how adding two tomatoes to the four they already have, will make six.
- The childminder reflects on her practice and makes effective changes to further support children's learning. She is currently considering ways to develop her garden into an even more effective learning environment. For example, she is looking at ways to promote children's healthy lifestyles by adding areas for children to grow vegetables and fruit.

**It is not yet outstanding because:**

- The childminder does not always identify the most precise next steps in learning for children achieving at high levels, to help them to develop in the best possible ways.

## What the setting needs to do to improve further

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

- identify more precisely the next steps for children's learning, to help them all to achieve at the highest possible levels.

### Inspection activities

- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector saw the areas of the premises used for childminding.
- The inspector looked at children's development and assessment records, evidence of the suitability of the household members and a range of other documents, including the safeguarding policy.
- The inspector took into account the written views of parents and the childminder's reflections on her practice.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her role in promoting children's safety and well-being. She has up-to-date knowledge of child protection procedures and knows what to do should she have any concerns about a child's welfare. Children benefit from the childminder's understanding of how and where they learn best, such as at toddler groups or in more natural environments. She has good links with other childminders, they have mutual arrangements in place to support each other. For example, they attend training together and act as each other's childcare cover, in case of emergency.

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

The childminder gathers detailed information from parents when children begin to attend. This assists her to assess children's initial levels of development and set some next steps in their learning. Children are excited to explore water in the childminder's garden. They help to fill up bowls and add food colouring. Children look with amazement at what happens when they take water from each bowl. They excitedly tell the childminder what colours they have made. The childminder helps children extend their play as she adds bubbles to the water so that children can wash the scooters. Children continue to show their inquisitive nature as they look at the shapes the water has made on the floor and watch it evaporate in the sun. The childminder effectively teaches them about the world as she describes the science behind what is happening.

### Personal development, behaviour and welfare are outstanding

The childminder makes excellent use of her home to provide children with rich and highly stimulating learning opportunities that excite and motivate them. Children demonstrate excellent development levels in their communication and language skills. They constantly ask questions, narrate what they are doing as they play or chat socially to each other and adults. The childminder shows her respect for each child as she listens to them and supports their ideas. Children use knives very well for chopping vegetables as they make pizzas for lunch. They choose the healthy toppings they want from a large selection. The childminder uses this opportunity to talk to children about healthy food choices and how food, such as cheese, supports their bone growth and development.

### Outcomes for children are good

Children are confidently developing into independent learners. They investigate and explore, such as when working out how to build with small materials and how to balance pebbles on planks of wood. Children use their imaginations very well as they pretend to be hairdressers and doctors. They creatively make links in their play as they work out what roles to play and what they should wear. Children are making good progress and are gaining the key skills required for their next stage of learning and for starting school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 147083                                                                            |
| <b>Local authority</b>             | Central Bedfordshire                                                              |
| <b>Inspection number</b>           | 1059408                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 9                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 15 October 2012                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 1997 and lives in Biggleswade, Bedfordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two, three and four-year-old children.

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