

Childminder Report

Inspection date

5 July 2018

Previous inspection date

29 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a welcoming manner and a lively rapport with the children. Children feel very comfortable and confident with her and this helps them to develop good relationships with one another. Behaviour is very good.
- Children show high levels of concentration. They quickly become engrossed in a range of stimulating and well-set-up activities available to them. Children choose where to play and with what. This helps them to develop into independent learners.
- The childminder promotes children's communication and language skills. She makes good use of conversation in every activity. She varies questions to extend children's understanding and gives them time to work their ideas through before assisting them.
- Children experience a broad range of physical activities. They are encouraged to take risks safely and assess levels of safety for themselves.
- The childminder discusses children's abilities with parents when they first join her setting. She knows exactly what each child can do and what interests them. She reviews and monitors their progress and uses the information to inform her planning.
- The childminder seeks out new ideas and developments in childcare to improve outcomes for children. She researches and networks with other childminders.

It is not yet outstanding because:

- The childminder does not sharply focus her professional development and enhance the quality of teaching to the highest levels.

What the setting needs to do to improve further

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

- strengthen the programme of professional development to consistently raise knowledge and skills of teaching to the highest levels.

Inspection activities

- The inspector observed activities in the childminder's setting and the impact her teaching has on children's development.
- The inspector spoke with the childminder and children when appropriate.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector discussed the childminder's self-evaluation, risk assessments, policies and procedures. She looked at a range of other relevant documentation.
- The inspector looked at parents' written reviews and took account of them.

Inspector

Liz Kissane

Inspection findings

Effectiveness of the leadership and management is good

The childminder has good knowledge and understanding of her responsibilities to meet all the early years requirements. She has clear and relevant safety procedures, which she follows closely to promote children's safety. She is alert to any signs that children may be at risk of harm and knows how to report any concerns. Safeguarding is effective. The childminder regularly evaluates the quality of her provision and seeks to make improvements. Following recent evaluation, children now contribute ideas to weekly plans. For example, children chose to create their own pizzas. They chose flavours and made their own pizza for lunch. Following recent training, the childminder introduced new ways to help promote language development. For example, children use observations in the environment to play word games. Parents highly appreciate the childminder and say she works very well with them to support their children's learning and care needs.

Quality of teaching, learning and assessment is good

Teaching and learning are good at all times. Children are eager to investigate and enjoy the many varied activities on offer, especially outdoors, which promote their all-round development. For example, children play skittles with the childminder. They discuss what makes the game work and adjust the layout of the skittles. They explain rules and follow them. They count the skittles and name their colours. Young children learn about shape and space, for example, through exploring different sized containers. Older children use and identify different shaped blocks to build bridges and mend them if they collapse. They learn to operate dials, poppers and handles on toys, which helps to develop their hand muscles towards holding a pencil. The childminder provides a variety of good-quality resources to help children to make patterns and marks on paper.

Personal development, behaviour and welfare are good

The childminder plays with the children and gives them regular and meaningful praise. Children feel good about themselves and even the youngest gain confidence very quickly. For example, the childminder gives very young children a method of climbing up and down steps safely, which they quickly understand and enjoy practising. All children have access to a variety of different physical experiences, space and fresh air. They enjoy an array of healthy snacks. They learn about healthy food. For example, they observe the tomato plant changing from flower to fruit and discuss the different stages and colours. Children are well supported to deal with their own personal care needs when ready.

Outcomes for children are good

The childminder speaks in a kind and gentle manner and helps children become tolerant and patient. Children gain literacy and mathematical skills, such as counting and enjoying books. All children make good progress and are well prepared for nursery or pre-school.

Setting details

Unique reference number	219557
Local authority	Central Bedfordshire
Inspection number	1090041
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	29 April 2015
Telephone number	

The childminder registered in 1995. The childminder works from 7.30am to 5.30pm from Monday to Friday, for most of the year. She provides funded early education for two-, three- and four-year-old children.

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