

Childminder Report

Inspection date

29 April 2015

Previous inspection date

11 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder is experienced and has developed effective teaching skills. She offers children structured, well-tailored activities and supports them in their chosen play. As a result, all children make good progress in their learning.
- The childminder works well with parents and successfully supports them in extending their children's learning. She uses communication diaries and a notice board to provide information and ideas for activities to try at home.
- The childminder's thorough monitoring means that she quickly identifies any weaker areas in children's learning. She acts efficiently to address these. For example, she now offers children additional activities and resources that help them to recognise written letters and numbers.
- Children gain a good understanding of healthy lifestyles. They discuss the importance of a balanced diet and make their own displays to illustrate this.
- The childminder continues to develop her practice. She completes additional training and reads relevant journals, putting her new knowledge into practice. For example, she now offers children an extended range of craft activities, thereby promoting their creativity.
- The childminder consistently promotes children's welfare. She has developed her understanding of child protection and regularly reviews her safeguarding policies.

It is not yet outstanding because:

- The childminder does not always make the most of all daily opportunities to encourage children to develop their skills in critical thinking to the maximum.
- The childminder does not always make maximum use of all information from parents about their children's progress at home, in order to enrich planning.

What the setting needs to do to improve further

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

- extend the opportunities for children to think critically during daily play and discussions, for example, by asking more open-ended questions and allowing children additional time to respond
- enhance the planning procedures by making greater use of all updates from parents about their child's learning and development at home.

Inspection activities

- The inspector observed activities in the childminder's house, and viewed areas of the home used for childminding.
- The inspector talked with the childminder and the children present, and reviewed an activity with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Kelly Eyre

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder interacts well with children so that they develop the skills that support them in learning, thereby preparing them for school. Her good planning means children's knowledge is reinforced, as they review what they know and build on this. For example, the childminder extends their interest in farm animals. They visit a nearby farm and recreate their experience with toy animals and construction sets. They become engrossed as they discuss habitats and construct buildings and fields. In most activities the childminder encourages children's critical thinking. For example, children playing with water work out that empty bottles float and full ones sink. Occasionally, she does not optimise these opportunities, as she sometimes answers questions for children and does not always make maximum use of open-ended questions. The childminder supports children well in developing their creativity and number and writing skills. For example, they make their own maps of the local area. They follow these as they walk around, noting the different buildings and identifying numbers and letters. The childminder observes children as they play and carefully assesses this information. She does not always make full use of parents' updates, so that she has the optimum information to inform planning and fully promote children's development.

The contribution of the early years provision to the well-being of children is good

The childminder gathers information from parents so that she can understand, and consistently meet, children's needs, which she does in a calm and caring manner. As a result, children quickly settle and build secure relationships with her. Children's confidence is promoted and they develop good social skills as the childminder sensitively supports their interactions and shows them that they are valued. She encourages children to persevere at tasks, such as completing puzzles. She offers them praise for their efforts and achievements. This thoughtful support promotes children's belief in their own abilities. They approach new challenges with a positive attitude and are emotionally secure, in readiness for school. Children learn to keep themselves and others safe. For example, older children understand why they need to keep small toys out of the reach of babies.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a secure understanding of the Early Years Foundation Stage. She regularly reviews her policies to ensure that these support her in meeting all requirements. She has successfully addressed previous inspection recommendations. For example, she promotes children's safety by thoroughly assessing risks for all outings. The childminder evaluates her practice well. She implements changes to address any weaknesses, thereby improving the provision for children. For example, she now offers them further resources that increase their awareness of different lifestyles and cultures. The childminder promotes children's development as she works well with other childcare settings. For example, she makes sure she understands the activities planned by the local nursery and offers children play opportunities that complement and extend these.

Setting details

Unique reference number	219557
Local authority	Central Bedfordshire
Inspection number	864209
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11 March 2009
Telephone number	

The childminder was registered in 1995 and lives in Clophill. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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