

**Inspection date**

7 April 2015

Previous inspection date

5 November 2009

| <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        |
| 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder is caring and affectionate with the children. They confidently approach her for help or for cuddles. It is clear that they have established warm and trusting relationships with her. This promotes their emotional well-being.
- The childminder works closely with parents to support children with food intolerances and allergies. She follows guidance and carries out her own research to ensure that she meets children's medical and dietary requirements. This effectively promotes children's health and well-being.
- The childminder provides children with a good range of well-maintained, age-appropriate resources, both indoors and outdoors. In particular, children enjoy learning about how things work as they press the buttons and keys on interactive toys and laptops. This effectively promotes their understanding of technology.
- Children learn about the importance of healthy eating as they grow their own vegetables in the childminder's garden. They then wash and prepare the vegetables for cooking and eating. This promotes children's understanding of the natural world and gives them practical ways to achieve a healthy diet.
- The childminder has a good knowledge of how to ensure that children are kept safe from harm and abuse and is aware of the signs and symptoms to look out for. She understands the procedures to follow in the event of a concern about a child's welfare.

### It is not yet outstanding because:

- Some aspects of the partnership with parents are not fully effective in supporting parents to successfully guide their children's learning at home.

## What the setting needs to do to improve further

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

- build upon the already good partnerships with parents so they are better supported to guide their children's learning at home and children benefit from greater consistency and continuity.

### Inspection activities

- The inspector observed activities in the childminder's home and reviewed them with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the views of parents as provided through written feedback.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector discussed with the childminder her plans for improvement.

### Inspector

Anne Bell

## Inspection findings

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

Teaching is good because the childminder knows how to engage children's interests. She provides age-appropriate activities that motivate children to explore for themselves. She observes children's play and learning so that she can plan activities to further extend their learning. For example, when children show an interest in printing with sponges and paint, the childminder provides additional resources, such as nailbrushes and teabags, so that they experience printing with different items. The childminder observes and assesses children on a regular basis. This enables her to identify their next steps in learning and any gaps in their development. Consequently, children make good progress towards the early learning goals. The childminder completes the required progress check for children between the ages of two and three years and shares this with their parents.

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

The childminder promotes children's good health and self-care. Meals and snacks provided are healthy and nutritious. Children are supported in washing their hands prior to eating and after messy activities. Children access the outside on a daily basis. They play in the childminder's well-equipped garden and visit local parks where they have opportunities to enjoy physical activities and challenge themselves. The childminder takes the children to group activities where they develop confidence and social skills by playing with a larger group of children. The childminder places a strong emphasis on helping children to become independent in preparation for pre-school and school. She ensures that children have the practical skills they need, such as being able to dress themselves, put on their own shoes and feed themselves at lunch time. This means that children can approach their new settings with confidence because they can manage their own hygiene and personal needs.

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

The childminder develops good partnerships with the other settings that children attend. She seeks parental permission to share relevant information with the local schools and pre-schools. Parents fully appreciate the quality of care that their children receive. However, some aspects of the partnership with parents are not yet as effective as others. For example, the childminder has yet to develop fully successful ways of guiding all parents in how they can support their children's learning at home, so that children benefit from consistency and continuity. The childminder continuously evaluates her provision. She is committed to her professional development and attends regular training to update her knowledge and skills. This includes training on how to understand and support children's emerging language and literacy skills. Consequently, the childminder is now more proactive in helping children with the beginnings of reading, such as recognising letters and simple words in books and the environment.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | 219632          |
| <b>Local authority</b>             | Bedford Borough |
| <b>Inspection number</b>           | 865801          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 17          |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 2               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 5 November 2009 |
| <b>Telephone number</b>            |                 |

The childminder registered in 1987 and lives in Bedford. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
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