

Childminder Report

Inspection date

25 April 2018

Previous inspection date

7 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

- Improved procedures enable the childminder to better support parents in extending their children's learning. For example, she offers practical information about activities that support specific areas of learning, such as writing.
- The childminder makes good use of any new knowledge gained from training. She now offers children additional activities and resources, such as books which support them in understanding their feelings and learning to manage their behaviour.
- The childminder uses her assessments of children well to support her in planning their next steps in learning. She ensures that activities interest children and motivate them. Children make good progress and are eager to play and participate.
- Children gain a meaningful awareness of differences. For example, they talk about their likes and dislikes and respect the fact that everyone has different opinions.
- The childminder carefully monitors children's progress and quickly addresses any weaker areas in their learning and development. She now offers children further opportunities, such as group games that support them in learning to share and work together.

It is not yet outstanding because:

- The childminder does not consistently work as effectively as possible with other settings that children attend to ensure that children's development is always fully promoted.
- The childminder does not always obtain and use updates from parents about their children's development at home to fully inform her activity planning.

What the setting needs to do to improve further

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

- build on the opportunities to work more effectively in partnership with all other childcare providers that children attend
- extend the methods for parents to provide information about their child's learning and progress at home and make further use of this to enrich the activity planning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members. She discussed the childminder's self-evaluation information and viewed a range of other documentation, including the safeguarding procedures.
- The inspector viewed written feedback from parents and took account of their views.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder maintains a thorough knowledge of this area by reading relevant documents and regularly refreshing her training. She demonstrates a good understanding of possible negative influences on children's welfare, such as the risk of harm from extreme views and practices. She fully understands how to report any concerns to the relevant agency. The childminder conscientiously evaluates her work and continues to make improvements to her childcare provision. For example, additional outdoor resources offer children further interesting learning opportunities and they thoroughly enjoy playing in the childminder's garden.

Quality of teaching, learning and assessment is good

Children enjoy many opportunities that appeal to their natural curiosity and support them in learning to explore. For example, they use a range of tools, such as hammers and tongs, to excavate play figures frozen in ice blocks. They name the colour of each figure and note how the ice melts and turns back into water. Children adapt the resources, using these for a range of purposes. This contributes to the development of their creativity and their ability to solve problems. For example, they put cars down cardboard tubes and note that they can move the tubes to change the angle at which the car exits. They use logs to make a pretend camp fire and gather stones and leaves to cook on their fire. The childminder encourages children to count as they play, supporting the development of their mathematical skills. Children slice toy pizza and count the slices before sharing these out.

Personal development, behaviour and welfare are good

The childminder works well with parents to gain a thorough initial understanding of children's interests and needs. Children quickly build secure bonds with the childminder, naturally turning to her for comfort and guidance and eagerly sharing their discussions and thoughts with her. The childminder promotes children's physical development and their understanding of safety. For example, they learn to use a climbing frame at the park, carefully judging how far they can safely climb. The childminder praises children and shows them she is enthusiastic about learning. They mirror her positive attitude and eagerly celebrate their own and one another's achievements. They enjoy talking about their play and this helps to build their confidence in readiness for starting school.

Outcomes for children are good

The childminder uses effective teaching techniques and supports all children so that they make good progress. They develop the skills that support their learning and prepare them for school. Children learn to select resources independently and use a wide variety of tools and implements. For example, they enjoy making marks and start to develop early writing skills as they use ink stampers, chalks and pencils. They ride scooters through the snow and note the different tyre prints and patterns these make.

Setting details

Unique reference number	219632
Local authority	Bedford Borough
Inspection number	1090042
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 9
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	7 April 2015
Telephone number	

The childminder registered in 1987 and lives in Bedford. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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