

Childminder Report

Inspection date

27 July 2015

Previous inspection date

25 March 2010

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		Outstanding	1
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 has very strong and effective partnerships with other settings that children attend to ensure that their learning needs are consistently met in order to support their good progress.
- The childminder works very closely with parents. She effectively ensures that she is using consistent and appropriate methods at key times in children's development, such as weaning and potty training. This helps children gain new skills while feeling secure in the childminder's care.
- Teaching is good. The childminder confidently introduces new ideas, concepts and challenges into activities and games that children have chosen for themselves.
- Children are kept safe by the childminder. She has a good understanding and knowledge of safeguarding and child protection procedures. She regularly checks her home and garden and removes hazards so that children play and learn safely.
- The childminder gently explains to children why they need to share toys and to be kind to each other. She gives lots of praise and encouragement when children try something new or do something they previously struggled with. This contributes to children's excellent behaviour and their growing confidence to try out new things.

It is not yet outstanding because:

- The childminder does not always make the most of every opportunity to encourage children to develop their skills in critical thinking.

What the setting needs to do to improve further

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

- give more time for children to think about how they can solve problems, predict outcomes and complete tasks.

Inspection activities

- The inspector observed activities in the childminder's house and spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked the suitability of household members and a range of other documentation, including safeguarding procedures and accident records.
- The inspector looked at children's assessment records and discussed planning methods with the childminder.
- The inspector reviewed the childminder's self-evaluation documents prior to the inspection and discussed this with her during the inspection.
- The inspector viewed areas of the childminder's house and garden used by the children.

Inspector

Katrina Rodden

Inspection findings

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

Children confidently select toys and activities that interest them. This helps them learn at their own pace as they return to favourite activities. The childminder uses the information she gathers from day-to-day observations to focus activities on what children need to learn to help them move to the next stage in their development. She provides a variety of exciting activities that enhance children's understanding, such as mathematics, while they simultaneously develop their hand control in preparation for future writing skills. However, there are times when the childminder does not take every opportunity to encourage children to think critically and solve problems as they play. The childminder has a good knowledge and understanding of the skills children need in preparation for their move to school. She ensures children are confident in these tasks to help them get ready for school and nursery.

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

The childminder provides an exceptionally warm and welcoming environment in which children learn and thrive. She responds very well to the children's cues, often laughing with them as they develop their sense of humour. The childminder rapidly forms very strong and trusting relationships with both children and their parents. She keeps highly effective two-way lines of communication open with parents. They have face-to-face conversations and use daily diaries and text messages to keep each other updated about what children have enjoyed doing. Parents share photographs from home with the childminder, showing their children at special events. The childminder asks children what they did and how they felt. This contributes to enhancing their self-esteem and their ability to identify emotions. The childminder consistently encourages children to begin to establish healthy lifestyle choices. They learn why it is important to wash their hands with soap and water and begin to understand why they need rest and exercise. The childminder provides plenty of opportunities for children to play and learn outside and in other large enclosed spaces on a regular basis. The childminder ensures children are emotionally prepared for their move to school or nursery. She frequently takes children to visit their new setting and talks about the move with them, triggering opportunities for them to ask questions they may have.

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

The childminder has a good understanding of all areas of the Early Years Foundation Stage. She keeps herself updated with new ideas and developments, helping her to maintain high standards of care and education. This includes regularly updating her knowledge and skills in first aid and safeguarding procedures. The childminder has established effective ways to evaluate her service so that she can reflect on what others say and feel about it, assisting her to identify any areas where she can improve. The childminder accurately monitors the progress children make. She uses this to help her complete statutory assessments and to identify any emerging gaps in their development.

Setting details

Unique reference number	219724
Local authority	Central Bedfordshire
Inspection number	865805
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	25 March 2010
Telephone number	

The childminder was registered in 1998 and lives in Potton, Bedfordshire. She operates Monday to Friday from 7.30am until 5pm all year round, except for family holidays and bank holidays.

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