

Childminder Report

Inspection date

17 January 2017

Previous inspection date

1 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder has taken positive steps to address the actions raised at the previous inspection. She now ensures that the progress check for children between the ages of two and three years is comprehensively completed when required.
- Since the last inspection, the childminder has thoroughly reviewed her practice. She is highly organised and has ensured that her practice has returned to the highest possible level.
- The childminder forms secure emotional attachments with children. She works extremely closely with parents to ensure that she continually has a wealth of knowledge about each individual child. This strongly supports the superb continuity of care and learning for children.
- The well-qualified childminder is very experienced in caring for children. She attends purposeful training and continually reads relevant articles related to children's care and learning. The childminder shares her extensive knowledge with her co-childminders, supporting them to collectively achieve excellent standards.
- Partnership working is thoroughly embedded into the childminder's practice. She works very closely with other professionals to share her knowledge about children. She invites teachers to her home, so that they can meet children prior to them starting nursery or school.
- The childminder ensures that children learn about keeping safe in fun ways, such as using interactive storytelling linked to safety. She is highly effective in her supervision of children during their play and carries out robust risk assessments, taking steps to minimise hazards.

What the setting needs to do to improve further

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

- implement and evaluate plans to develop even more opportunities for younger children to explore sensory resources to build on the excellent teaching even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder and discussed this with her.
- The inspector spoke with the childminder, her co-childminders and children at appropriate times during the inspection.
- The inspector looked at the childminder's qualifications and training records and discussed the impact of these. She also checked evidence of the suitability of all those living and working on the premises.
- The inspector looked at children's assessment records and a range of other documentation, including the safeguarding policy and procedures.
- The inspector took account of the views of parents and other professionals from documents containing their comments on the provision.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder has a strong ability to recognise when a child may be at risk of harm or neglect. She attends relevant training and carries out comprehensive checks on all matters related to child protection. The childminder seeks information from a wide variety of sources, such as written publications and the local authority. This helps to ensure that she is always up to date with current legislation and changes in good practice. The childminder is highly effective in sharing children's progress with parents. She has an extremely clear understanding about where to seek specific support for children's development to help ensure that any gaps in their learning are addressed swiftly.

Quality of teaching, learning and assessment is outstanding

The well-qualified childminder plans and delivers a wealth of experiences that captures children's interests. She makes extremely good use of the local environment to help children learn about the world around them. For example, they regularly visit animal parks and zoos. Children delight in watching new born animals. The childminder skilfully extends their language and understanding. They discuss the different names of younger animals. They continue imaginatively playing with toy farm and zoo animals on their return to the vibrant setting. The childminder is calm and gentle in her approach. She skilfully helps younger children to extend their attention span and they are effectively helped to try new stimulating experiences. She sits nearby, smiling reassuringly to them and ensures that items linked to the story, such as fire engines, are nearby and which younger children can hold. The childminder offers a wide range of creative activities. She would like to do even more to further expand children's sensory play.

Personal development, behaviour and welfare are outstanding

Children behave exceptionally well and are extremely independent in the child-centred learning environment. Photographs of minded children adorn the walls. From this, older children enjoy recalling past events and have fun discussing activities that they have taken part in. This is one example of how the childminder promotes children's high levels of self-esteem. The childminder gives children very clear messages about keeping healthy, such as discussions about nutritious snacks and meals. Children very rapidly learn about diversity and how people live. For example, they thoroughly enjoy discussing artefacts and photographs taken from various countries. They have ample opportunities to extend on their physical skills, such as using large play equipment at parks and indoor play areas.

Outcomes for children are outstanding

Children make outstanding progress. They have an excellent ability to concentrate for extended periods. They are self-motivated, enthusiastic and curious learners. Children are rapidly gaining early literacy and mathematical skills. They recognise letters and numbers as they play and older children eagerly demonstrate how they can write their own names. The balance of child-initiated and adult-led activities prepares them for future learning, including their eventual move on to school.

Setting details

Unique reference number	219766
Local authority	Central Bedfordshire
Inspection number	1051053
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	20
Name of registered person	
Date of previous inspection	1 June 2015
Telephone number	

The childminder was registered in 1997 and lives in Dunstable. She works with two co-childminders. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a recognised qualification at level 3.

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