

Childminder Report

Inspection date

9 December 2015

Previous inspection date

7 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Teaching is good. The childminder adds additional challenges to suit the age and stage of children's development to their games and activities. This helps to keep all children engaged and extends their learning as they play.
- Parents are pleased with the care the childminder provides for their children. She often looks after children for many years, who positively benefit from the childminder's consistent care and education.
- When the time comes, children are ready to move on to nursery or school. The childminder teaches them to recognise numbers and letters. She gives them opportunities to play and learn with other children, helping them learn to share.
- The childminder discusses new ideas with her co-childminder. Together they effectively review the quality of the care and education they deliver. They introduce new practices acquired through training or research, to enhance their already good provision.

It is not yet outstanding because:

- The childminder is not always successful in gathering specific information from parents about children's prior learning and development when they first attend the provision.
- The childminder has not yet fully developed an effective way to monitor the progress of different groups of children, to ensure they make the best possible progress.

What the setting needs to do to improve further

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

- increase opportunities to involve parents in sharing more detailed information regarding children's learning right from the start
- build upon monitoring systems to ensure that all groups of children make the best possible progress.

Inspection activities

- The inspector observed activities in the childminder's house and spoke to the childminder, her co-childminder and children at appropriate times throughout the inspection.
- The inspector checked the evidence of the suitability of the childminder, her co-childminder and all household members. She looked at a range of documentation, including the safeguarding procedures and risk assessments.
- The inspector discussed planning methods with the childminder and looked at children's assessment records.
- The inspector took into consideration the views of parents as recorded in written letters and questionnaires.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder fully understands her role to protect children from harm, and regularly updates her knowledge and understanding by attending appropriate training courses. The childminder checks her home and garden each day and removes or reduces any hazards or risks for children as they arise. The childminder ensures that all statutory requirements are met. She seeks information from parents to help her maintain good practice. This contributes to her effective evaluation of the provision.

Quality of teaching, learning and assessment is good

The childminder uses the information she gathers from daily observations to shape the activities she provides for children. She confidently teaches children as they join in both prepared and spontaneous activities. Children freely access a variety of toys and equipment. They enjoy printing with decorative stamps, and paint and experiment as they mix different colours together. Although the childminder gathers some information from parents about what their children like, she does not always gather sufficient information to help her accurately identify children's starting points as quickly as possible. Therefore, the childminder is not able to use these contributions to support children's progress right from the start.

Personal development, behaviour and welfare are good

The childminder quickly establishes good relationships with both parents and their children. She spends time talking to parents, giving advice to help them care for their children. For example, parents have asked for her advice on when they should begin to toilet train their child. The childminder understands the importance of maintaining consistent routines used at home. She follows parents' wishes as to where and when young children should sleep. The childminder encourages children to behave well. She reminds them to respect each other and to think about how others might be feeling. The childminder encourages children to exercise and have fresh air. They frequently walk in local country parks and run and climb in the garden. Children are taught to wash their hands from a young age, which helps them begin to establish good hygiene routines.

Outcomes for children are good

Children are active and inquisitive learners. They make good progress and develop the skills they need in readiness for school. The childminder has yet to fully develop effective monitoring systems to assist her in tracking specific groups of children where progress might be slower.

Setting details

Unique reference number	219807
Local authority	Central Bedfordshire
Inspection number	854529
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	7 July 2011
Telephone number	

The childminder was registered in 1990 and lives in Dunstable, Bedfordshire. The childminder works from her home with a co-childminder. She operates Monday to Friday, 7.30am until 6pm, all year round, except for family holidays and bank holidays.

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