

Childminder report

Inspection date	12 November 2018
Previous inspection date	9 December 2014

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

The provision is good

- The childminder reflects well on her practice, such as children's developing learning needs. For example, she has plans to have a larger playhouse in her garden as she has identified that children require more space for imaginative play outdoors.
- The childminder helps children to learn how to behave well. She clearly explains to children why some behaviour is not acceptable and is consistent in praising good behaviour and manners.
- Children are making good progress. The childminder provides many opportunities for them to develop early writing skills, especially so outdoors. For example, she encourages children to make a mark on a clip board to represent a measurement they have made. This helps children learn how to use writing for a purpose.
- The childminder understands the benefits to children when she works in partnership with other settings they attend. She shares comprehensive learning summaries with settings children move on to. This helps to promote continuity in children's learning.

It is not yet outstanding because:

- The childminder does not precisely identify children's starting points in learning from the outset, to help her to swiftly promote their ongoing learning to the highest levels.
- The childminder does not always use correct mathematical language, such as when she is teaching children how to measure.

What the setting needs to do to improve further

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

- find more effective ways to more swiftly and precisely identify children's starting points in learning, from the outset, and build on this to further promote their ongoing learning
- enhance children's developing understanding of space, shape and measurement, ensuring the correct mathematical terminology is used.

Inspection activities

- The inspector looked at the areas of the premises used for childminding.
- The inspector observed the childminder's and children's interactions through play and routine activities.
- The inspector observed the childminder teaching children through a planned activity and discussed the learning that was taking place with her.
- The inspector looked at children's development and assessment records and a range of other documents, including the safeguarding policy.
- The inspector took into account the written views of parents and discussed the childminder's reflections on her practice with her.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows children well and is confident that she would swiftly recognise concerns about children's safety or welfare. In addition, she undertakes regular risk assessments on her home and makes effective changes. For example, she has divided her garden so that children have a dedicated safe play area. The childminder seeks training opportunities to help her to extend her knowledge and skills. She also uses the internet and books to research particular topics, such as on children's emotional well-being. The childminder seeks the views of parents and children and takes their ideas into account. For example, she finds out from children how she can extend her resources based on their interests.

Quality of teaching, learning and assessment is good

The childminder is aware of children's interests and where they like to learn, such as outdoors. The childminder joins in with children's imaginative play, such as when they want her to visit their shop in the garden. She uses this opportunity to teach mathematics. For example, she asks how much items cost and counts to the number children suggest. The childminder helps children to learn about the world. For instance, they visit stables to learn about horses. The childminder provides toy resources in her garden, based on what children use at the stables, such as wheelbarrows. She talks to children about their experiences and asks them relevant questions as they re-enact their experiences through play. The childminder observes children as they engage in activities and this helps her to identify what they need to learn next. She uses this knowledge to provide further activities that support children's overall good progress.

Personal development, behaviour and welfare are good

The childminder provides many opportunities for children to practice their physical skills. For example, they throw balls in the garden and ride on tricycles. At other times, the childminder meets with other childminders and their children. They spend time playing in parks and attend toddler groups so that children can begin to make friendships and develop wider social skills. The childminder works closely with parents to help children develop their independence, such as with toilet training. Parents speak positively about the childminder. They state she provides a safe environment and children benefit from the many experiences and outings she provides for them.

Outcomes for children are good

Overall, children are making good progress and are developing the effective skills they need to aid their future learning and the eventual move to school. They enjoy looking at books and listen intently as the childminder reads stories. They join in with familiar refrains, showing a good understanding of how stories are structured. Children then use the book to pretend to tell the story to dolls. Young children's communication skills are developing well. They talk confidently to visitors and are able to express their ideas as they play.

Setting details

Unique reference number	505245
Local authority	Central Bedfordshire
Inspection number	10069210
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	9 December 2014

The childminder registered in 1996 and lives in Flitwick, Bedfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

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