

Childminder Report

Inspection date

23 February 2017

Previous inspection date

12 December 2013

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder works closely with other local settings that children will eventually attend, to support them to feel confident when they experience changes. She works equally closely with her local authority to help her to review her work.
- The childminder supports children's communication and language skills extremely well. She is swift in recognising when children do not make expected progress and offers targeted and well-planned support. The childminder is calm and patient in her approach.
- The childminder uses every opportunity to expand on children's existing knowledge. When playing board games she encourages children to count and recognise colours. Mathematical teaching is threaded into activities in fun and imaginative ways.
- Children have exceptionally high self-esteem and their behaviour is excellent. The childminder explains reasons for rules and children take action to keep themselves safe.
- The childminder has a deep awareness of how to promote children's good health. She understands about how to provide a balanced diet and how to help combat obesity. Children play games where they learn about how to identify food that needs to be eaten in moderation. The childminder promotes exercise and fresh air as part of the daily routine.

It is not yet outstanding because:

- The childminder does not always find highly effective ways to include parents in contributing towards their children's learning and sharing information from home.
- The childminder has not considered targeting her programme for professional development to help in building on her interests and skills to enhance her teaching even further.

What the setting needs to do to improve further

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

- increase parents' involvement in children's learning to contribute towards even more precise next steps for children
- focus more precisely on targeting professional development opportunities to enhance the quality of teaching even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector held discussions with the childminder at suitable times. She looked at relevant documentation and checked evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback provided by parents. She spoke with children and the childminder throughout the inspection.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding children are effective. The childminder has a good knowledge of child protection issues and understands about the work of the Local Safeguarding Children Board. The childminder attends training to enable her to keep up to date with relevant safeguarding issues. She carries out risk assessments of her home and garden and minimises any likely risks to children. The childminder uses online resources to find out about relevant information that helps her to review her provision. She has enhanced the range of activities she offers, such as making a water wall in the garden to help her to increase children's enjoyment of playing outdoors.

Quality of teaching, learning and assessment is good

The childminder knows the children she cares for well. She is aware of circumstances that might affect their development and how to adapt her plans to effectively meet their needs. Her assessments of children's development take these factors into account. This enables her to recognise the good progress children make even when this is not apparent using her standard tracking information. Children enjoy a wide range of activities, both indoors and outdoors. They enjoy opportunities to use their ideas and be creative. Together with the childminder, they imaginatively bend pipe cleaners and stick on googly eyes to create dinosaurs. Children draw pictures and give meaning to the marks that they make. The childminder talks to children about their ideas and values their work by putting it on display for others to see.

Personal development, behaviour and welfare are outstanding

Children have very strong attachments to the childminder and she cares about them deeply. They cuddle up to her for reassurance and she is warm and attentive to their needs. Children quickly develop personal skills, such as using the toilet, getting a tissue when they need to wipe their nose and helping themselves to a drink when they become thirsty. The childminder is aware of children's need to rest and unwind and quickly picks up on their changing moods. She adapts the daily routine to ensure children's needs are always met extremely well. Children have an excellent understanding about the world around them and how to interact socially. The childminder takes children to activities outside of the home to help to prepare them for starting pre-school where they will learn as part of a group. Children learn about taking turns and sharing. They show high levels of understanding as they empathise with the childminder when she does not win a board game they play.

Outcomes for children are good

Children make good progress from their individual starting points. Children make strides in their physical development and personal, social and emotional development. They are ready for moving on in their education, such as starting pre-school and eventually school. Children's enthusiasm, confidence and high motivation equip them well for their future learning. They spend long periods of time engrossed in activities as they explore them fully, for example, lining up toy cars in a traffic jam and making high towers using interlocking bricks.

Setting details

Unique reference number	505298
Local authority	Central Bedfordshire
Inspection number	1064190
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	12 December 2013
Telephone number	

The childminder was registered in 1999 and lives in Leighton Buzzard. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder supports a number of children who have special educational needs and/or disabilities.

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