

Childminder Report

Inspection date

8 August 2017

Previous inspection date

1 May 2014

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children enjoy learning through play and become engrossed in activities of their choice. The childminder holds meaningful conversations with children to help their play become more purposeful. Children are inquisitive and ask probing questions.
- Teaching is good. The childminder is adept at developing children's speaking and listening skills.
- Children enjoy a good range of activities that helps them support their physical development well. They take risks and begin to assess levels of safety for themselves.
- The childminder knows what each child can do and what interests them. She reviews their progress and uses this information to meet their individual learning needs.
- Children have excellent relationships with the childminder and even very young children learn to play well together.
- To enhance teaching and improve outcomes for children, the childminder seeks out new developments in childcare from professionals and ideas from childminding networks.
- The childminder works closely with parents to address the children's care needs. Parents value the level of attention she pays to keeping their children well cared for.

It is not yet outstanding because:

- The childminder has not found further ways to keep parents fully informed and involved in their child's learning.
- The childminder does not consistently challenge and extend learning further for the most able children.

What the setting needs to do to improve further

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

- explore further ways to keep parents fully informed about their child's progress and involve them more closely in their child's learning
- reinforce strong teaching practice and plan precise ways to challenge and extend learning further, especially for the most able children.

Inspection activities

- The inspector observed activities in the childminder's setting and the impact her teaching has on children's development.
- The inspector spoke with the childminder and the children when appropriate.
- The inspector carried out an observation with the childminder during the inspection.
- The inspector looked at evidence of self-evaluation, risk assessments, safety records, policies and procedures, and a range of other relevant documentation.
- The inspector took account of the views of parents and children through speaking with them and looking at questionnaires.

Inspector

Liz Kissane

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of all areas of learning and how young children learn. She provides a range of practical and creative activities which stimulates children's curiosity. Her own training and development have a positive impact on improving the quality of her teaching. The childminder observes children's play and uses the information to plan for the next steps in their learning. Safeguarding is effective. The childminder has clear safety procedures in place and follows these closely to promote children's safety. She is alert to any signs that children may be at risk of harm and knows how to report any concerns she may have about a child.

Quality of teaching, learning and assessment is good

The childminder encourages children to develop skills in manipulating and exploring writing, printing and drawing tools from an early age. For example, children use stamps to practise the alphabet and print their names. Children count and compare shapes and sizes of items. The childminder makes good use of visits to local areas of interest. Children delight in looking at photographs of different places of interest they have visited. They talk with animation, for example, about how they fed farm animals or learned to drive a tractor. The childminder models clear speaking and careful listening. Children listen attentively and speak with growing confidence.

Personal development, behaviour and welfare are good

The childminder has a warm and welcoming rapport with the children. They respond well to her and this helps them in their relations with one another. She models patience and tolerance at all times. Children are polite and considerate. Regular and meaningful praise ensures children feel good about themselves. Children behave well. They know what is expected and they are happy in their environment. The childminder works well with parents to promote independence in personal care and healthy lifestyles.

Outcomes for children are good

Children make good progress in all areas of learning. They respect one another's differences and cooperate with one another. Children are motivated to complete challenging tasks. They have a desire to learn. They learn about the world and how it works through a variety of visits to places of interest. Children develop their early writing and number skills. They are well prepared for their next stage in education.

Setting details

Unique reference number	EY251865
Local authority	Central Bedfordshire
Inspection number	1087177
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	3
Name of registered person	
Date of previous inspection	1 May 2014
Telephone number	

The childminder registered in 2005. She is located in Dunstable, Bedfordshire. She operates from 7am to 6.30pm, Monday to Friday, throughout most of the year. The childminder holds a relevant early years qualification at level 3.

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