

Childminder Report

Inspection date

31 May 2018

Previous inspection date

26 March 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

- The childminder helps children to learn how to keep themselves safe. For example, she questions them about why they think they should tidy up toys before they engage in other activities. Children show a good understanding that they could trip over toys on the floor and hurt themselves.
- The childminder helps all children to make good progress. She supports children who speak English as an additional language to develop a strong grasp of English quickly. For example, she uses their interest in singing to teach them simple words and phrases.
- The childminder is aware of how she can support children through transitions, such as when they move on to other settings. For example, she attends sessions at nurseries with them. This helps children to settle more quickly and supports them until they feel secure enough to attend by themselves.
- The childminder effectively supports children's good health, such as by providing nutritious snacks and meals. Children are highly independent in their play and self-care skills, such as knowing to wash their hands before eating.

It is not yet outstanding because:

- The childminder's professional development plans are not rigorously focused on raising the quality of teaching, to help extend children's learning even further.
- The childminder does not always successfully encourage all parents to be fully involved in their children's learning, to help children make more-rapid progress.

What the setting needs to do to improve further

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

- focus professional development opportunities more precisely on gaining further knowledge and skills, to help raise the quality of teaching even higher
- strengthen the arrangements for sharing a two-way flow of information with parents to help them become more involved in their children's ongoing learning.

Inspection activities

- The inspector observed the childminder teaching the children during a planned activity and discussed the learning that was taking place with her.
- The inspector looked at the areas of the premises used for childminding.
- The inspector observed the interactions between the childminder and children during play and routine activities.
- The inspector looked at children's development and assessment records, and sampled 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 the leadership and management is good

Safeguarding is effective. The childminder knows how to meet children's needs swiftly in the event of a child protection concern. She takes appropriate measures to keep children safe, such as on outings. For example, she keeps notes with her about her role as a childminder and who should be contacted in case of an emergency. The childminder reflects on some aspects of her practice and looks for ways to make appropriate improvements. For example, she is currently evaluating how she can be more effective in her use of space for children to play and learn indoors. The childminder regularly tracks children's progress and identifies any emerging gaps in their development. She shares some of this information with key staff at other settings that children attend, which helps to promote continuity in children's learning.

Quality of teaching, learning and assessment is good

The childminder skilfully plans activities that engage children in effective learning. She is aware of their different developmental needs and adjusts her teaching skills accordingly. For example, she gives older children opportunities to count for themselves, while modelling counting with younger children. The childminder uses children's interest in books and stories to help them to develop their speech and language skills. For example, she encourages them to join in with familiar refrains. The childminder observes children as they engage in activities and, overall, this helps her to identify their individual interests and what they need to learn next. She uses this knowledge to provide further activities that support children's good progress.

Personal development, behaviour and welfare are good

Children build positive relationships with the childminder, and they benefit from her continuous care over many years. Children are confident, relaxed and clearly enjoy their time with her. They play cooperatively and older children praise the younger ones when they feel they have done something well. The childminder provides children with regular opportunities for outdoor play. They practise their physical skills as they skilfully ride bicycles and scooters around the childminder's circular lawn. Overall, the childminder builds good partnerships with parents. They state that their children are happy and feel secure in her care.

Outcomes for children are good

All children develop effective skills that they need to aid their future learning and eventual move to school. Children hold pencils correctly and draw pictures with precise detail. They engage well in imaginative play, such as by inviting each other to join in with pretend picnics. As children blow bubbles, they use mathematical language, such as describing which bubbles are big and which are small. They are also learning how to match letter sounds to words. For example, when the childminder asks them to guess what mini-beast could have made a trail outside, they quickly work it out when she tells them the first sound of the word.

Setting details

Unique reference number	EY291687
Local authority	Central Bedfordshire
Inspection number	1101972
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	26 March 2014
Telephone number	

The childminder registered in 2004 and lives in Dunstable, Bedfordshire. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except for family holidays and bank holidays.

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