

Childminder Report

Inspection date

Previous inspection date

13 September 2016

9 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has successfully addressed the actions raised at her last inspection. She has made available a detailed safeguarding policy and implemented strict procedures for the safe use of mobile phones and cameras around children. Furthermore, she now uses her observations and assessments of children's learning effectively to support their ongoing progress.
- The quality of teaching is good. The childminder recognises the needs of individual children and adapts her practice to ensure activities are age-appropriate. For example, she simplifies instructions for children to encourage their participation in shared games.
- Children are becoming skilful communicators. They ask a variety of questions, initiate conversations and take account of what others say.
- Partnerships with parents are well established. The childminder uses a range of ways to share information with them. For example, she makes time for regular in-depth discussions and completes daily diaries for young children. Parents are very happy with the care provided and comment that their children are always excited about attending.
- The childminder promotes children's well-being. She gathers detailed information about each child when they start in her care. This helps her to follow their home routines and address their individual care needs. Children have developed secure bonds with the childminder and instantly become calm from being upset, when held.

It is not yet outstanding because:

- The childminder's programme of professional development is not yet sharply focused on driving the quality of teaching to the highest standard.
- At times, the childminder does not make the most of everyday opportunities to enhance children's understanding of how to lead a healthy lifestyle.

What the setting needs to do to improve further

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

- embed a more focused programme of professional development that helps to raise the quality of teaching to a higher level
- make good use of opportunities to develop children's awareness of how to keep themselves healthy and well, in order to extend their growing understanding of leading a healthy lifestyle.

Inspection activities

- The inspector observed daily routines and children's activities indoors. The inspector accompanied the childminder on a walk to the local school and talked to the children at appropriate times throughout the inspection.
- The inspector observed adult-led activities, and jointly discussed the intentions and learning outcomes of these with the childminder.
- The inspector viewed the childminder's documentation including policies, a self-evaluation form and attendance registers. She also viewed an online learning system.
- The inspector took account of the views of parents through discussions on the day.
- The inspector saw evidence of the suitability of all persons living on the premises and other documentation, in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has refreshed her knowledge of child protection issues and knows the action to take should she have any concerns about a child's welfare. She values the support of a local adviser and regularly meets with other childminders to help keep her knowledge up to date. The childminder welcomes the views of parents and children. This enables her to reflect on and improve the service that she provides. The childminder uses online resources to gain ideas for activities and to help maintain her good quality practice. However, she has not fully considered how she can further develop her teaching across all areas of learning. The childminder works well with other settings children attend. She gathers information to support children with school projects and provides facilities for older children to complete homework tasks. This helps to promote continuity of learning for each child.

Quality of teaching, learning and assessment is good

Children revel in the childminder's attention and are keen for her to join in with their games. The childminder manages her time well to ensure all children receive times of focused attention. She notes children's interests and uses these to plan a range of interesting and challenging activities. For example, following a visit to a wildlife park she supported the children to research facts about favourite animals they had observed, such as the food that they eat. This helps to promote their understanding of the world. The childminder refers to approved childcare guidance to help identify areas where children require additional support and to inform her planning. She knows the children well and has a clear knowledge of the skills they need to develop next.

Personal development, behaviour and welfare are good

Children behave well, use manners unprompted and have many opportunities to socialise with children of all ages. They learn about people in the wider world and show an interest in different occupations and ways of life. The childminder helps children to become independent in managing their own personal needs. Older children take themselves off to the toilet as they need and young children competently feed themselves. Mealtimes are organised well and the childminder has a thorough knowledge of each child's dietary preferences. Children have many opportunities to enjoy fresh air and exercise. For example, they have access to the childminder's garden, walk to school with the childminder each day and go on a range of organised day trips.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. Babies are motivated and interested in the broad range of experiences available and crawl to reach and explore their chosen toys. Older children are keen to learn, confident to express their own preferences and know how relationships work. Children practise their writing skills. They hold a pencil effectively to form letters and pictures and give meaning to marks as they draw. Children are well prepared for the next stage in their learning and where relevant school.

Setting details

Unique reference number	EY298891
Local authority	Central Bedfordshire
Inspection number	1050587
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	6
Number of children on roll	17
Name of registered person	
Date of previous inspection	9 February 2015
Telephone number	

The childminder was registered in 2005 and lives in Shefford. She operates on a term time only basis from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

