

Childminder Report

Inspection date	31 January 2018
Previous inspection date	29 August 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the previous inspection, the childminder has increased the ways that she shares information with parents. The introduction of a monthly newsletter helps to keep parents up to date with their children's learning.
- The childminder uses short sentences and names the things that children play with. Her good modelling of language contributes towards young children's understanding and use of a range of words as they begin to communicate.
- The childminder uses everyday activities to promote children's mathematical development well. They bath dolls in the garden where they measure out water and count pegs as they hang clothes on the washing line.
- Children make good progress in their learning. The childminder's tracking of their development helps her to identify precisely what they need to learn next to move them forward in their learning.
- The childminder takes children to activities outside of the home. This helps to promote their personal, social and emotional skills as they learn to play alongside others.

It is not yet outstanding because:

- The childminder does not consistently provide a highly stimulating environment to motivate children to choose resources when they engage in free play.
- Opportunities for children to learn about people, families and communities beyond their own experience are not abundant.

What the setting needs to do to improve further

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

- create a more enabling environment to stimulate young children into making greater choices during their free play
- extend opportunities for children to learn more about people, families and communities beyond their immediate experience.

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 and children at suitable times. She looked at relevant documentation, such as evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback provided by parents.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates a highly competent and in-depth awareness of child protection issues. She deepens her knowledge further by undertaking regular training through her Local Safeguarding Children Board. Arrangements for safeguarding are effective. The childminder carries out evaluations of her provision. She makes positive changes to increase the quality of the care she provides for children. The childminder has successfully addressed recommendations since the last inspection. She has plans in place for her ongoing professional development. The childminder shares her good knowledge with childcare students from the local college who regularly work with her on placement.

Quality of teaching, learning and assessment is good

The childminder encourages young children to explore items inside a basket. She gently runs a brush against the child's hand so they can feel the sensation on their skin. Children copy this and tickle themselves with the brush. They enjoy painting activities. Young children sit on a large sheet of paper and explore paint with their hands and feet. They paint on their skin and observe the patterns they make, such as kicking their feet and spreading the paint with their toes. Children use brushes, rollers and sponges, developing the small muscles in their hands. This prepares them well in readiness for learning to hold pencils to write in the future. Children experience enriching activities where they learn through discovery. They mix media, such as water and soil together and explore the changing texture of cornflour when water is added to it.

Personal development, behaviour and welfare are good

The childminder's interaction with children is warm and welcoming. Children respond to her, snuggling in for comfort. They display high levels of self-esteem as they babble happily when playing and make eye contact with the childminder. The childminder engages with children and talks to them as she attends to their personal needs. She uses a commentary of what is happening to help children to know what to expect and what will happen next. Children learn about good health. They have regular exercise and fresh air and enjoy eating a range of healthy snacks.

Outcomes for children are good

Children are quick to develop communication and language skills. They are eager to take part in activities and are learning essential skills in readiness for starting school. Children demonstrate a developing sense of humour. They giggle loudly and become excited as they play with the childminder. Children peep at the childminder from behind a curtain and delight in covering their face with their hands and moving them quickly to see the childminder appear.

Setting details

Unique reference number	EY396536
Local authority	Central Bedfordshire
Inspection number	1065410
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	4
Name of registered person	
Date of previous inspection	29 August 2013
Telephone number	

The childminder registered in 2009 and lives in Dunstable. She operates all year round from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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