

Childminder Report

Inspection date

5 January 2016

Previous inspection date

2 February 2010

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 completes additional training and makes good use of her recently gained childcare qualification. She uses her new knowledge to inform the review of all areas of her work and to support her in understanding and meeting each child's needs.
- Teaching techniques are good. Improved assessment and planning procedures mean that children enjoy a wide variety of activities that supports their individual learning. The childminder's good interactions mean that children enjoy their time and are positive about their learning. This prepares them well for school.
- Children gain a practical appreciation of differences. They regularly use local facilities, such as the library and market. This supports them in understanding each other and realising that they can play an active role in their community and wider society.
- The childminder frequently checks children's progress and acts quickly to address any weaker areas in their learning. For example, she offers younger children additional opportunities that support them in extending their vocabulary.
- The childminder works well with parents and supports them in extending their children's learning. For example, she explains the activities children have participated in and offers ideas to build on these at home.

It is not yet outstanding because:

- The childminder does not always make the most of all opportunities to support children in fully developing their skills in thinking critically and creatively.
- The childminder sometimes carries out simple tasks for children, therefore, she does not always promote their independence to the very best extent.

What the setting needs to do to improve further

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

- enhance the opportunities for children to think critically and creatively during activities and discussions
- build on the daily opportunities that enable children to develop their independence.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She viewed the garden and areas of the home used for childminding.
- The inspector talked with the childminder and children at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at children's assessment records, planning documentation and evidence of the suitability of household members. She viewed the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents as given in their written feedback to the childminder.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good knowledge of the Early Years Foundation Stage and ensures that she meets all requirements. The arrangements for safeguarding are effective. The childminder maintains a good knowledge of this area by attending training regularly. She has a thorough understanding of how to report any concerns about children's welfare. The childminder exchanges information and works well with other childcare settings, so that children's care is consistent and their learning is not interrupted. The childminder's improved evaluation of her work supports her in reviewing all areas and making relevant changes. For example, improvements to the storage of toys mean that these are more accessible and children can make further choices about their play.

Quality of teaching, learning and assessment is good

The childminder interacts well with children, encouraging their language skills. During a craft activity, children talk about the different foods depicted on their stickers. Children access resources, which supports them in learning to explore. They use binoculars to look for birds in the garden, following this up by looking at associated books. The childminder observes children's play and helps them to extend this. For example, children play with toy fruit and vegetables. The childminder helps them to name these in English and to remember some of them in French and Afrikaans. However, the childminder does not always extend children's opportunities to develop their creative and critical-thinking skills as much as possible during all adult-led activities. The childminder makes good use of children's interests as a way of extending their learning. For example, children play their favourite music. The childminder helps them to remember the actions and then takes the opportunity to support them to learn a new song.

Personal development, behaviour and welfare are good

The childminder meets with parents to discuss children's needs. She keeps practical records of these and uses this information to inform daily practices. For example, young children eat and sleep according to their home routines. This helps children to feel settled and they quickly build secure bonds with the childminder. Children build a good understanding of how their actions affect others. They learn to express themselves appropriately and to manage their behaviour as the childminder talks with them about this. The childminder makes good use of daily opportunities, such as snack time, to help children understand about the importance of eating healthily. Children enjoy putting their work up on display. They frequently review this and note their own progress. These thoughtful procedures build children's confidence and help them to develop the positive emotional attitudes that support them when they start school.

Outcomes for children are good

All children, including disabled children and those with special educational needs and those who speak English as an additional language, are making good progress in their learning. The childminder aids children in developing the necessary skills to support their future learning and prepare them for school.

Setting details

Unique reference number	EY397272
Local authority	Central Bedfordshire
Inspection number	859863
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	2 February 2010
Telephone number	

The childminder was registered in 2009 and lives in Flitwick. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder provides care for disabled children and those with special educational needs. She also cares for children who speak English as an additional language.

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