

Childminder Report

Inspection date

6 May 2015

Previous inspection date

17 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good because the childminder provides opportunities for children to explore their interests for extended periods of time. At these times, the childminder skilfully supports children's learning by modelling language and providing them with new words and ideas. As a result, children remain engaged in their activities and demonstrate enthusiasm and perseverance.
- Children form strong bonds and warm relationships with the childminder. They are settled in her care, demonstrating that they feel safe as they include her in their play and snuggle up to her as she reads to them.
- The childminder knows when it is appropriate to intervene in children's play. For example, when children are playing with dough, she shows them how to use simple tools to manipulate and cut. Consequently, children experience a sense of achievement as they learn new skills. This effectively and sensitively extends their knowledge and understanding, without interrupting their play.
- Parents are appreciative of the good-quality care that they and their children receive. They compliment the childminder on the good progress their children make and comment on how their children love to attend.
- The childminder attends regular safeguarding training and has a good knowledge of how to ensure that children are kept safe from harm. She understands the procedures to follow in the event of a concern about a child's welfare.
- Children learn about change and growth as they plant seeds and discuss how to take care of them. This promotes their understanding of the natural world.

It is not yet outstanding because:

- Some aspects of the partnerships with parents are not fully effective in supporting parents to successfully guide their children's learning at home.

What the setting needs to do to improve further

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

- build upon the already good partnerships with parents, so that they are better supported to guide their children's learning at home, ensuring children benefit from greater consistency and continuity.

Inspection activities

- The inspector observed activities in the childminder's home and discussed them with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents, as provided through written questionnaires and feedback.
- The inspector examined a selection of information and documentation relating to the suitability of adults, safeguarding, welfare and children's developmental progress.
- The inspector reviewed the childminder's evidence of self-evaluation.

Inspector

Anne Bell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a good range of age-appropriate resources and activities, both indoors and outside. For example, she teaches children to count and recognise colours. She also supports children as they begin to recognise and write letters. Children enthusiastically select their favourite stories and listen intently as the childminder reads to them, joining in with the story and responding to questions. This means that children's literacy skills are promoted and they are well prepared for the next stage of their education, such as nursery or school. The childminder carries out regular observations of children's learning and development and keeps records of their achievements. She uses this information to identify children's next steps in learning, and to plan activities and experiences that will further support their development. As a result, children make good progress in relation to their age-related expectations.

The contribution of the early years provision to the well-being of children is good

The childminder has high expectations for children's behaviour. Children are encouraged to share and take turns with toys and resources, and to be kind and considerate towards one another. Consequently, children's behaviour is very good and they play harmoniously together. The childminder ensures that children have the practical skills they need for school, such as being able to dress themselves and feed themselves at lunchtime. This means that children can approach their new settings with confidence, as they can manage their own hygiene and personal needs. The childminder carries out regular risk assessments, which cover all aspects of the provision, indoors and outdoors, as well as outings and visits. She also teaches children about road safety and 'stranger danger'. As a result, children's welfare and safety are well promoted.

The effectiveness of the leadership and management of the early years provision is good

Partnerships with parents and local settings that children attend are generally good. However, some aspects of the partnerships with parents are not yet as effective as others. For example, the childminder has yet to develop fully successful ways of guiding all parents in how they can support their children's learning at home, so that children benefit from consistency and continuity. The childminder closely monitors what children are learning. She uses this information to complete summative progress records for each child, including the progress check for children aged between two and three years. This shows the childminder where children are meeting age-related expectations and, as a result, children's strengths and areas for development can be quickly identified. The childminder is committed to the continuous improvement of her setting. She carefully evaluates her practice, with input from parents and her local authority adviser, and makes plans for further development. She keeps up to date through online training and bulletins. As a result, her practice continues to improve.

Setting details

Unique reference number	EY429366
Local authority	Bedford Borough
Inspection number	852979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	17 April 2012
Telephone number	

The childminder was registered in 2011 and lives in Shortstown, near Bedford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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