

Childminder Report

Inspection date

2 March 2018

Previous inspection date

30 June 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 is kind and caring to the children. She provides a warm and welcoming atmosphere. The childminder supports children to settle quickly and they build close bonds with her and the other children in her setting.
- Children's communication and language development is promoted by the childminder. She talks to children about what they are doing. The childminder repeats words to them to help their learning of new words, such as 'scoop' and 'corn'.
- The childminder frequently seeks the important views of parents and children when she evaluates her practice. She incorporates their ideas when identifying and setting herself new targets for development.
- Children enjoy their daily opportunities for fresh air and exercise. The childminder takes them on outings to the local parks and wooded areas. Children delight in playing ball games and riding on push-along bicycles.

It is not yet outstanding because:

- Although the childminder shares some information with other settings children attend, she does not do this regularly enough to make sure they can build continuously on the learning that takes place elsewhere.
- The childminder completes regular and thorough assessments of children's progress. However, she does not always make the best use of this information to target specific next steps in learning, in order to support children to make even 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:

- develop further the arrangements for sharing information with other settings that children attend, in order to build continuously on the learning that takes place elsewhere
- enhance the use of information gathered from assessments to provide children with more specific next steps in learning that enable them to make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding about the signs and symptoms of abuse. She knows the procedures to follow and who to contact with any such concerns. The childminder works in partnership with parents. She provides ideas that parents can use at home to further support their child's progress. The childminder evaluates the assessments of children's learning and progress and identifies areas where they may need further support. She attends opportunities for training and professional development. This helps to extend her own knowledge and skills.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents about what children are able to do when they first start. She uses this information well when assessing children's starting points. The childminder fully supports children's mathematical development. For example, she counts the number of scoops of pasta that children fill with the truck with. The childminder asks children to find items in pictures as she reads them their favourite stories. Children delight in matching pictures of animals and the childminder provides them with praise and encouragement.

Personal development, behaviour and welfare are good

Children behave well. The childminder provides consistent messages that support their understanding of being kind to one another and learning to take turns. The childminder supports children's independence. For example, children help to tidy up toys when they have finished playing. She promotes good hygiene practices. Children know to wash their hands before mealtimes. The childminder talks to children about the food they eat which helps them learn about healthy eating. Children delight in taking part in activities about different festivals. This helps develop their understanding about the differences and similarities of one another.

Outcomes for children are good

Children are eager to learn and delight in exploring the wide range of toys and activities provided. Young children squeal with excitement as they do the actions to their favourite songs. Older children develop their imaginations well. For example, they pretend to take dinosaurs on walks in the forest. Children are well prepared for their next stage in learning and for their move on to school as they rapidly develop the skills needed.

Setting details

Unique reference number	EY441356
Local authority	Central Bedfordshire
Inspection number	1087405
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	3
Name of registered person	
Date of previous inspection	30 June 2014
Telephone number	

The childminder registered in 2012 and lives in Shefford. She operates her provision all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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