

Childminder Report

Inspection date

9 January 2017

Previous inspection date

24 September 2012

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 uses practical teaching techniques. She observes children so that she understands their interests and the ways in which they prefer to learn. She then uses this information to offer children stimulating activities. Children are motivated and demonstrate a positive approach to their play and learning.
- The childminder's good role modelling and sensitive interactions support children in understanding how to interact and communicate appropriately. They recognise that their contributions are valued and learn to listen to one another and take turns in conversations.
- Children develop a good understanding of safety. The childminder encourages them to recognise daily risks and think about how to overcome these. For example, children explain that they have to keep away from the kerb and be aware of people trying to park cars near the school.
- The childminder uses any new knowledge gained through training and meeting with other childcare professionals. She has extensive knowledge of supporting children who have special educational needs. She now makes greater use of simple sign language to aid communication.
- The childminder works well with parents and helps them to build on their children's learning and development. For example, she provides practical information and ideas to support children in developing their speech.

It is not yet outstanding because:

- The childminder does not always obtain and fully use all information from parents about their children's progress at home, in order to enrich the activity planning.
- The childminder does not consistently offer children opportunities that help them fully understand how a balanced diet and daily hygiene practices affect their good health.

What the setting needs to do to improve further

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

- build on the methods for obtaining and using information from parents about their child's learning and development at home
- extend the support for children in understanding how a balanced diet and daily hygiene practices affect their good health.

Inspection activities

- The inspector observed the quality of teaching during activities and discussions and assessed the impact this has on children's learning. She discussed activities with the childminder.
- The inspector talked with the childminder about how she supervises her assistant. She talked with the childminder, the assistant and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and evidence of the suitability of household members and the assistant. She talked with the childminder about her self-evaluation and viewed 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 supervises her assistant well, supporting her to complete further training and develop her practice. The childminder works well with other childcare settings. She ensures she is aware of their activity planning and offers children opportunities to build on what they have been learning. The arrangements for safeguarding are effective. The childminder ensures that both she and her assistant are up to date with local procedures and understand how to report any concerns about children's welfare. The childminder continuously evaluates her practice and makes relevant improvements. She regularly checks children's progress and quickly addresses any weaker areas. She now offers children more opportunities to explain their ideas and understand their own learning.

Quality of teaching, learning and assessment is good

The childminder plans activities well and offers children interesting resources as one way of encouraging them to explore. For example, children playing with a tray of cooked pasta describe the texture and experiment by using different tools, such as tweezers, to pick this up. Children explore resources, such as a large abacus, that support the development of their mathematical skills. The childminder interacts well with children, using open questions as a way of encouraging them to think further and explain their thoughts. For example, children eagerly describe the characteristics of reindeer when the childminder wonders what these look like. The childminder observes children and offers activities that build on their interests and knowledge. Children who like role play develop their imagination and creativity as they play with a wide variety of resources, such as toy animals, puppets, everyday kitchen implements and pretend food.

Personal development, behaviour and welfare are good

The childminder obtains clear initial information from parents about their children's needs and uses this to inform her planning and daily routines. Children quickly settle and build secure bonds with the childminder. They naturally include her in their play and turn to her for support and guidance whenever needed. Children enjoy activities that support their physical development. For example, they learn to balance and climb safely as they use large play equipment at the park and in the garden. The childminder and her assistant build children's self-esteem and confidence in readiness for school. For example, children enjoy talking about their achievements and eagerly celebrate one another's successes and efforts.

Outcomes for children are good

All children are making good progress and developing the skills that support their learning and prepare them for school. The childminder and her assistant talk clearly to children, encouraging their understanding and the development of their speech. This particularly supports children who have special educational needs and they make good progress in this area. Children enjoy playing group games. They learn to work together as they organise their play, negotiate and take turns.

Setting details

Unique reference number	EY442700
Local authority	Bedford Borough
Inspection number	1060006
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 14
Total number of places	12
Number of children on roll	12
Name of registered person	
Date of previous inspection	24 September 2012
Telephone number	

The childminder was registered in 2012 and lives in Oakley. She operates during term time from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant when needed. The childminder supports children who have special educational needs.

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Piccadilly Gate
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