

# Childminder Report

**Inspection date**

31 October 2017

Previous inspection date

10 September 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 regularly meets with other childminders for peer support. They observe each other's practice and give feedback which helps him to develop his skills. The childminder also makes good use of the support he gets to implement new initiatives.
- Children's health and well-being benefit from the considerable amount of time they spend outdoors. They enjoy walks along the riverbank and develop their physical skills as they climb on large play equipment at local parks.
- The childminder's role as a school governor enables him to have a very good understanding of the expectations for children starting school. He has recently incorporated more activities to help children develop their small-muscle skills. This helps children make good progress and prepares them well for writing at school.
- The childminder builds strong relationships with parents. Parents say the childminder keeps them very well informed of their child's progress. They feel the regular visits to toddler and music groups help children to develop good social skills and grow in confidence.

**It is not yet outstanding because:**

- The childminder has not yet established a precise programme of professional development to extend his knowledge and teaching skills even further.
- The childminder does not gain the best possible information from parents about what children can already do when they first start at the setting.

## What the setting needs to do to improve further

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

- target a more focused programme of professional development to help enhance existing knowledge and teaching skills further
- gather more detailed information about what children know and can do on entry to the setting.

### Inspection activities

- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with him.
- The inspector saw the areas of the premises used for childminding and accompanied the childminder and children on a walk to the park.
- The inspector looked at children's records, evidence of the suitability of household members and a range of other documents, including the safeguarding policy.
- The inspector spoke to and interacted with children at appropriate times during the inspection.
- The inspector took into account the written views of parents and children and the childminder's reflections of his practice.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of how to recognise and respond to child protection issues. He assesses risk in his home and on outings and makes effective judgements, such as identifying where it is safe for younger children to walk independently. The childminder reflects on his practice and seeks the views of parents and children. He puts their ideas into practice effectively, such as changing the range of resources available to children. The childminder builds strong partnerships with other settings children attend and with staff at his local children's centre. This gives him opportunities to discuss children's needs and to share development information to help promote continuity in their learning.

### Quality of teaching, learning and assessment is good

The childminder holds discussions with parents to find out about children's ongoing development at home. He uses this knowledge and his observations of children's play to plan for their next steps in learning. Children have many opportunities to explore natural materials. They spend time playing with different sized pebbles. The childminder teaches them effectively, such as talking about size and helping children to compare similarities and differences. He supports children's literacy development, for example, by using books children choose from the local library. He knows where to pause in stories to give children time to think of the rhyming words that come next. The childminder closely tracks children's progress to help him to identify and close any emerging gaps in their learning.

### Personal development, behaviour and welfare are good

Children thrive in the welcoming and nurturing environment that the childminder provides. He has good knowledge of the children in his care and he goes to considerable lengths to ensure their individual needs are well met. Time children spend with the childminder is relaxed and unrushed. As they walk to the park, the childminder gives children time to stop, look and listen to the world around them. Children have fun exploring different sounds they can make with a stick as they bash it on the ground or turn it round in fallen leaves. The childminder supports children's good health effectively, for example, by encouraging parents to provide nutritious meals and ensuring children wash their hands after being outdoors. Children behaviour is good. They listen and respond well to the instructions the childminder gives them.

### Outcomes for children are good

Children make good rates of progress and are well prepared for the next stage in their learning. Their communication and language development are progressing rapidly. Children are eager to join in with play and they display high levels of independence, confidence and self-esteem. They show their developing understanding of words and concepts, such as talking about tomatoes being tiny and understanding the difference between hot and cold.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY460300                                                                          |
| <b>Local authority</b>             | Central Bedfordshire                                                              |
| <b>Inspection number</b>           | 1066767                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 9                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 10 September 2013                                                                 |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2013 and lives in Shefford, Bedfordshire. He operates through school term times from 7.30am to 6pm, Monday to Friday.

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