

Inspection date	20 April 2015
Previous inspection date	23 March 2009

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

- The childminder's improved planning procedures mean that she offers children a wide variety of well-tailored activities and independent play opportunities. These support them so that they make good progress in their learning.
- The childminder has good partnerships with parents. She offers them ideas for activities and supports them well in extending their children's learning.
- The childminder consistently promotes children's welfare. She refreshes her training, and maintains a good understanding of safeguarding and child protection issues.
- Children enjoy a variety of activities that help them develop a good understanding of healthy practices. For example, they visit the allotment regularly, where they grow and harvest their own fruit and vegetables.
- The childminder continues to improve her daily work. She attends training and puts her new knowledge into practice. For example, she now offers children further activities to explore texture and experiment with craft resources.
- The childminder monitors children well and quickly addresses any weaker areas in their learning. For example, she now offers them more counting games and activities that promote their understanding of mathematics.

It is not yet outstanding because:

- The childminder does not always make the most of children's daily play to promote opportunities to fully extend their early writing skills.
- The childminder does not organise all resources as well as possible. This means that children are not always able to choose independently and extend their play to the maximum.

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 practise their emerging writing skills as part of their daily play
- review the organisation of resources so that these are even more accessible, in order to support children in making further choices about their play and learning.

Inspection activities

- The inspector observed activities in the childminder's house and viewed areas of the home used for childminding.
- The inspector talked with the childminder and the children present, and reviewed an activity with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members, 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

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

The childminder supports children well, so that they develop their knowledge and skills in readiness for school. She makes good use of children's interests to encourage their curiosity and to help them build on their knowledge. For example, the childminder offers children opportunities to extend their interest in wind turbines. They research how the turbines work, making up their own song and drawings to illustrate this. The childminder's good planning and use of local resources means that she offers children creative outdoor learning opportunities. They plant seeds and work out that these need light and water to grow. They extend their mathematical skills as they compare the size of each plant. The childminder offers structured activities, such as drawing, to encourage children to write. She does not always use children's daily play to extend their early writing skills and understanding of writing for a purpose. For example, when they pretend to make food for each other, she does not encourage them to use writing materials to make menus or lists. Children are expressive and confident as they interact with the childminder. As a result, all children, including those who speak English as an additional language, develop good communication and language skills.

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

The childminder gathers clear information from parents, so that she fully understands each child's needs. This helps children to settle and they have secure relationships with her. Children are confident and have good social skills, as the childminder sensitively supports them in joining in with discussions and activities. She gently encourages them to persevere, for example, when learning to fit construction pieces together to build a castle. She also praises children for their efforts as well as their achievements. These well considered daily interactions promote children's self-esteem. They develop positive attitudes and are emotionally secure when they move on to school. The childminder generally ensures that resources are accessible. For example, children enjoy choosing dressing-up clothes. However, some resources are not as readily accessible. Children cannot always see what is available in order to extend their play to the maximum.

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

The childminder has a secure understanding of the Early Years Foundation Stage. She frequently checks her policies and procedures to ensure that these support her in meeting all requirements. Since her last inspection, the childminder has improved her self-evaluation. She now uses this information more efficiently to plan and implement pertinent changes that improve the provision for children. For example, she has introduced a welcome board in the entrance hall. Children put their name cards and photograph on here, thereby helping them to feel valued and to start to recognise their own and other children's names. Children's care is consistent and the childminder promotes their development as she works well with other childcare settings that they attend. For example, she exchanges assessment and planning information with the local pre-schools.

Setting details

Unique reference number	259861
Local authority	Bedford Borough
Inspection number	864626
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	23 March 2009
Telephone number	

The childminder was registered in 1994 and lives in Bromham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She supports a number of children who speak English as an additional language.

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Piccadilly Gate
Store St
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M1 2WD

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