

Childminder Report

Inspection date

1 June 2015

Previous inspection date

29 June 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 uses effective teaching methods. She interacts well with children and plans activities that she knows will interest and stimulate them. As a result, children make good progress and are well prepared for school.
- The childminder keeps parents informed of their children's progress and supports them in extending their children's learning. For example, she shares her daily planning and provides ideas for activities that complement those she offers the children.
- The childminder's purposeful monitoring enables her to quickly identify and address any weaker areas in children's learning. For example, she now offers them additional resources and activities that promote their understanding of shapes and numbers.
- Children gain a good understanding of healthy lifestyles. They enjoy many cooking activities and the childminder talks with them about the benefits of a balanced diet.
- The childminder continues to develop her practice. She carries out her own research and uses her new knowledge to benefit children. For example, she now offers them additional opportunities to explore the garden and the natural world.
- The childminder maintains a good understanding of safeguarding and child protection issues. She regularly reviews this area and consistently promotes children's welfare.

It is not yet outstanding because:

- The childminder does not always make the most of all daily opportunities to encourage children to develop their creativity and critical-thinking skills to the optimum.
- The childminder does not organise all resources as well as possible. This means that children cannot always 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:

- extend the opportunities for children to think critically and creatively during activities and discussions, for example, by asking more questions that have more than one answer, and offering children additional open-ended resources
- review the organisation of resources so that these are even more accessible, in order to support children in making further independent choices about their play and learning.

Inspection activities

- The inspector observed activities in the childminder's house and viewed the 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's improved assessments of children enable her to plan their next steps in learning and to focus the activity planning so that these are promoted. Her good planning means that she gently reinforces children's learning. For example, children learn to recognise written numbers as they set the calendar, play a number game and use money in the role-play shop. The childminder's good organisation means that she offers children additional learning opportunities. Their enjoyment of books and their early reading skills are promoted through weekly visits to the library and a reading group. In most activities the childminder encourages children's creativity and critical thinking. For example, during a structured activity, children note how simple household ingredients react together to make a volcano. Occasionally, the childminder does not optimise these opportunities. For example, she answers some questions for children and does not always encourage them to use the resources as creatively as possible. The childminder builds on children's interests to extend their learning. For example, after noting that children like digging, the childminder suggests they make a bug watcher. They carefully fill this and note the different bugs and insects, later looking these up in books and on posters.

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

The childminder works well with parents so that she understands children's needs. This sensitive understanding, combined with her confident, caring approach, supports children in settling in and building secure relationships with her. The childminder includes children in discussions and decision making, thereby promoting their confidence. She notices their efforts and offers them praise and encouragement so that they persevere at tasks, such as learning to complete puzzles. This sensitive support, promotes children's self-esteem and they develop a positive approach to daily life and new challenges. Therefore, they have the required emotional stability that supports them as they move on to school. The childminder generally ensures that resources are accessible. For example, children choose from a wide range of books. However, certain resources, such as some role-play toys, are not as readily accessible. This means that children cannot always fully extend their play.

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

The childminder is experienced and has a secure knowledge of the Early Years Foundation Stage. She regularly reviews her policies to ensure that these support her in meeting all requirements. She ensures that risk assessments are thorough, in order to promote children's safety. The childminder conscientiously evaluates her practice. She seeks feedback from parents and children, helping her to identify any weaknesses and develop her childcare provision. For example, her improved record keeping means that parents are now better informed and can work in close partnership with the childminder. Children receive consistent care and the childminder promotes their development as she works well with other childcare settings. For example, she meets with staff at the local pre-school to exchange assessment and planning information.

Setting details

Unique reference number	505383
Local authority	Central Bedfordshire
Inspection number	869271
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	29 June 2009
Telephone number	

The childminder was registered in 1985 and lives in Ampthill. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
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