

Childminder Report

Inspection date	22 July 2015
Previous inspection date	21 February 2012

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 maintains good relationships with parents. She offers practical information about activities, such as the words and actions for favourite rhymes. Parents then build on these at home which helps to extend their children's learning.
- The childminder has a good knowledge of how children develop and learn as they play. She uses effective teaching methods to offer them activities that interest and excite them. As a result, children make good progress and the childminder prepares them well for school and future learning.
- The childminder interacts well with children. They listen intently and learn new vocabulary as they read, sing and participate in discussions. This supports children in developing good language skills and in understanding how to interact appropriately with others.
- The childminder has a thorough knowledge of safeguarding issues and regularly updates this by completing relevant training. As a result, she consistently promotes children's welfare and safety.
- The childminder is committed to developing her practice. She attends further training and actively puts any new knowledge into practice. Recent improvements to activity planning mean that activities are now more clearly linked to the needs of each child.

It is not yet outstanding because:

- The childminder does not always make the best use of information from parents about their children's progress at home, in order to enrich the activity planning.
- Children's growing awareness of how exercise affects their good health is not always reinforced by the childminder.

What the setting needs to do to improve further

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

- make better use of ongoing information from parents about their children's learning and development at home
- extend the opportunities that support children in understanding how exercise affects their good health.

Inspection activities

- The inspector observed activities in the childminder's house and checked 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 and evidence of the suitability of household members. She viewed 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 procedures mean that she plans activities well. Children enjoy opportunities that encourage them to explore independently, such as using magnifying glasses to look at textures. The childminder observes children and updates her assessments of them. However, she does not always make full use of parents' updates to inform her assessments and support her in promoting children's development even more precisely. The childminder uses resources flexibly. This enables her to adapt activities so that children of all ages participate and learn. The childminder involves children in planning and preparing activities which is one of the ways she builds their independence and helps them to play an active part in their learning. For example, children play enthusiastically with the scented dough they have made and also explore the shapes and patterns of the various cutters. The childminder uses children's interests as a way of extending their learning further. For example, they visit their favourite park to collect leaves. They note the shapes and ridges on the leaves and talk about the different trees, using paints to make a simple record of these. Activities such as this contribute to the development of children's knowledge of their environment and their early writing skills.

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

The childminder obtains clear information from parents about children's needs. She ensures that these are met and maintains their home routines as much as possible. This helps children to settle and they quickly build warm, trusting relationships with her. Children respond to the childminder's calm, caring approach. They calmly and confidently tackle new challenges and are happy to persevere when things become difficult. For example, young children work out how to fit toy pizza slices together to make a whole pizza. The childminder's sensitive support aids children in developing positive attitudes and they are emotionally secure in readiness for school. Children wash their hands before eating and learn that good hygiene routines are important in helping to keep them healthy. However, they have fewer opportunities to understand how exercise affects their bodies and helps in maintaining a healthy lifestyle.

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

The childminder has a good understanding of the Early Years Foundation Stage. She reads updates and uses these to inform her policies so that they support her in meeting all requirements. The childminder has improved her self-evaluation. She now uses this more effectively in developing changes that improve the provision for children. For example, the addition of further role-play resources means that children have more opportunities to develop their imagination. The childminder efficiently monitors children's progress and addresses any weaker areas. Additional activities to support younger children in developing their language skills have led to a marked improvement in this area. The childminder exchanges assessment information with other childcare settings that children attend. This enables them to work together to promote children's development.

Setting details

Unique reference number	104889
Local authority	Luton
Inspection number	874695
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	21 February 2012
Telephone number	

The childminder was registered in 1998 and lives in Luton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
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M1 2WD

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