

# Childminder Report

**Inspection date**

2 March 2016

Previous inspection date

12 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 attends training and carries out her own research, using any new knowledge well. She now helps children extend their creativity by offering them new and exciting craft resources and activities.
- The childminder's improved understanding of the learning and development requirements enables her to offer children activities that challenge them. Children are positively engaged and build on their knowledge and skills. This prepares them well for school.
- Children gain a clear, practical understanding of how to keep themselves safe. For example, they use role-play traffic lights and pedestrian crossings, thus developing their knowledge of road safety.
- The childminder communicates well with parents and supports them in extending their children's learning. She carefully explains particular activities that the children have enjoyed and offers ideas to build on these at home.
- Children learn to respect each other and to appreciate differences. The childminder talks with them about their community and they gain a practical understanding of this through using local facilities, such as toddler groups and the library.

### It is not yet outstanding because:

- The childminder does not always offer as many outdoor learning opportunities, in order to fully extend the development of younger children who prefer to learn in this environment.
- The childminder does not always make use of ongoing opportunities to help children 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:

- enhance the use of the outdoor area, to offer younger children who prefer to learn outside further play and learning opportunities
- extend the opportunities that support children in understanding how daily hygiene practices and a balanced diet affect their good health.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector talked with the childminder and children at appropriate times throughout the inspection. She 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

### Effectiveness of the leadership and management is good

The childminder maintains a positive approach to her work. She has used training opportunities and her own research to make significant improvements to her practice. For example, she has developed partnership working with other providers. She ensures she is aware of the activities they do and offers children activities that build on these. She continues to use robust procedures to evaluate her work and to make improvements. The arrangements for safeguarding are effective. The childminder regularly refreshes her knowledge of this area so that she fully understands how to report any concerns about children's welfare.

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

The childminder observes children's play and intervenes appropriately to encourage them to think further. For example, when children notice themselves reflected in a window, the childminder extends their vocabulary and knowledge as she talks with them about reflections. They go on to discuss shadows and how light can be reflected, using torches to experiment further. The childminder makes resources that help enhance children's enjoyment and build on their learning. For example, after noting that children enjoy measuring the malleable dough, the childminder helps them make their own measuring sticks. Children's understanding of mathematics is supported as they count and read the written numbers on these. The childminder uses children's interests as a way of extending their learning. For example, children enjoy finding their favourite animal and dinosaur figures hidden in the sand. They name each of these and enjoy using coloured dough to make replicas of them, going on to talk about skeletons and fossils.

### Personal development, behaviour and welfare are good

The childminder's improved procedures mean that she obtains clear information from parents about children's needs, routines and developmental stages. She uses this information well to inform the daily routine and to make sure children are comfortable and settled. Children participate in discussions and activities that help them understand their feelings. They learn to appreciate how their actions affect others and this supports them in managing their own behaviour. Children enjoy activities that support their physical development, such as using an indoor soft play centre. The childminder interacts sensitively with children, building their confidence and supporting their emotional stability in readiness for school. For example, children sit with the childminder to look through photographs and review past activities. They recognise their progress and celebrate their own achievements and those of their friends.

### Outcomes for children are good

The childminder's purposeful teaching methods support all children so that they make good progress. She helps them to develop the required skills that support their ability to learn, thus preparing them well for school. The childminder monitors children's progress and takes prompt action to close any potential gaps in their learning. She now offers them opportunities to recognise numbers as they play and has made resources to support this, thereby strengthening this area of learning.

## Setting details

<b>Unique reference number</b>	105071
<b>Local authority</b>	Luton
<b>Inspection number</b>	1036861
<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>	3 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 November 2012
<b>Telephone number</b>	

The childminder was registered in 1998 and lives in Luton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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