

Childminder Report

Inspection date

16 March 2016

Previous inspection date

3 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 enthusiastically develops her work. She completes training and meets with other childminders to exchange ideas and information, putting any new knowledge into practice. She now uses simple picture and word cards as a way of helping children to develop their early reading skills.
- Parents report that they appreciate the childminder's sensitivity and professional approach. The childminder keeps parents well informed and supports them in extending their children's learning. She uses newsletters and detailed daily communication books to offer them ideas for activities to try at home.
- The childminder uses purposeful teaching methods. Her improved planning is now informed by children's interests and developmental needs so that she offers them exciting activities. Children show a positive approach to their play and learning and are developing new skills so that they are well prepared for school.
- The childminder checks children's progress and acts quickly to address any weaker areas in their learning. The introduction of further resources, such as additional tools to cut and roll malleable dough, helps younger children to develop the small muscle control in their hands.
- Children gain a practical appreciation of differences. The childminder sets a good example and shows them how to respect each other. She supports children so that they understand how to communicate their views appropriately.

It is not yet outstanding because:

- The childminder does not always use daily opportunities as well as possible to support children in fully developing their skills in solving problems for themselves.
- The childminder sometimes carries out simple tasks for children that could help them to further develop their independence.

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 think critically and solve the problems they encounter during daily activities and discussions
- build on the daily opportunities that enable children to develop their independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She reviewed an activity with the childminder.
- The inspector talked with the childminder and children at appropriate times throughout the inspection. She discussed how the childminder supervises her assistant.
- The inspector looked at children's assessment records, planning documentation and evidence of the suitability of household members and the assistant. 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 uses her childcare qualification well, sharing the skills she has learned and offering her assistant practical supervision. Arrangements for safeguarding are effective. The childminder ensures that both she and her assistant are fully aware of the possible signs that would raise concerns about children's welfare and know the process for reporting these. The childminder carefully assesses outings and ensures that children are always supervised. She makes sure that Ofsted is informed of any changes that may affect her work, further promoting children's welfare. The childminder shares information with other childcare providers so that children's learning is not interrupted as they move between settings. The childminder has developed the ongoing evaluation of her practice so that she makes relevant changes that improve the provision for children.

Quality of teaching, learning and assessment is good

The childminder plans activities well so that these support children's learning. For example, children explore a tray of cereal. They use different implements to scoop and pour the cereal. They describe the texture and use weighing scales. Activities such as these encourage children to explore and support them in developing their language and mathematical skills. The childminder interacts well with children and helps them to extend their play. For example, children explore toy farm animals and the childminder offers them a construction set. They work out how to build walls to make fields and farm buildings. The childminder uses children's interests as a way of building on their learning. Children's fascination with construction vehicles is extended as they play with toy vehicles, read associated books and visit a farm to look at other vehicles.

Personal development, behaviour and welfare are good

The childminder establishes good partnerships with parents and gains a thorough understanding of each child's needs. She shares this information with her assistant so that children feel secure and comfortable with each of the adults. Practical activities, such as a visit to the dentist, help children understand how to keep their bodies healthy. Children enjoy a variety of activities that promotes their physical development. For example, they participate in action rhymes and visit the local park. The childminder works sensitively with each child. She builds their confidence and self-esteem so that they are emotionally secure in readiness for starting school. For example, she quickly notes children's efforts and praises these. She also helps them to recognise their achievements, such as learning to fit construction blocks together.

Outcomes for children are good

All children are making good progress. They are keen to learn and show a positive response to challenges or new experiences. They are gaining the essential skills that support their ability to learn and prepare them for the move to school. They enjoy their daily interactions with the childminder and other children, and learn to work amicably together.

Setting details

Unique reference number	EY411841
Local authority	Central Bedfordshire
Inspection number	851227
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	3 June 2011
Telephone number	

The childminder was registered in 2010 and lives in Westoning. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

