

Childminder Report

Inspection date

6 July 2016

Previous inspection date

14 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 has made significant improvements since her last inspection. She has established an effective system to identify children's starting points, complete ongoing assessments and review the learning programmes that she provides.
- The childminder demonstrates a strong quality of teaching and skilfully includes children of all ages and abilities in planned activities. She swiftly responds to children's direction of play and reshapes the tasks to build upon their learning.
- Children demonstrate good speech and language skills. Older children engage in regular discussion with the childminder and show confidence when recalling stories aloud from their chosen books. Younger children copy familiar expressions and use these in context, such as 'oh dear' when their car gets stuck.
- Age-appropriate discussions with the childminder help to increase children's awareness of diversity and those who may be different to themselves. Topics of conversation include the effects of various medical conditions and the influence of culture on family celebrations.
- Partnerships with parents are well established. The childminder uses a range of methods to involve parents in children's learning and share regular information on the activities that she provides. Some of the ways that she does this are through daily discussions and a visual display record of children's achievements.

It is not yet outstanding because:

- The childminder has not precisely reviewed the impact of her teaching on children's good progress to set clear defined targets for supporting children to reach the highest levels of attainment.
- The childminder does not make the best use of everyday opportunities to reinforce children's growing understanding of how to maintain a healthy diet and lifestyle.

What the setting needs to do to improve further

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

- focus more precisely on evaluating the impact of teaching on the progress children make in their learning to set clear targets towards supporting substantial and sustained progress that leads to the highest levels of achievement
- make better use of opportunities to develop children's awareness of healthy eating, extending their growing understanding of leading a healthy lifestyle.

Inspection activities

- The inspector observed daily routines and children's activities indoors. She talked to the childminder and children at appropriate times throughout the inspection.
- The inspector observed adult-led activities and jointly discussed the intentions and learning outcomes of these with the childminder.
- The inspector sampled the childminder's documentation, including policies, training certificates and children's learning journals.
- The inspector took account of the views of parents through a number of written references.
- The inspector viewed documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has refreshed her knowledge of child protection and is aware of the action to take should she have any concerns for children's welfare. She has regular discussions with other childminders and uses a range of online resources. This helps her to maintain her good quality teaching and ensure that her knowledge remains up to date. The childminder welcomes the input of parents to help reflect on her practice and support continuous improvement. She understands the importance of working closely with other settings children attend and helping to prepare children for the next stage in their learning. The childminder values the wealth of experience she gains through her other role working with outside agencies to support the individual needs of families and children.

Quality of teaching, learning and assessment is good

The childminder knows children well. She plans a wide range of stimulating and challenging experiences. These take into account children's current interests, skills they need to develop and their preferred learning styles. Children listen intently to others and follow instruction well. The childminder skilfully encourages children to make predictions and solve problems. For example, children estimate the amount of water they will need to add to flour to form gloop. They guess the colours that will emerge as they add drops of food colouring to their mixture. Children use a range of tools to explore the texture and consistency of liquid. They use spoons and sticks to mix, sieves and bowls to fill and pour. Young children are enthused by the marks that they make with their fingers. These activities help children to develop awareness of mathematics and their physical skills.

Personal development, behaviour and welfare are good

Children develop secure bonds with the childminder and settle with ease. They gain immediate comfort and reassurance as needed. The childminder acts as a good role model and provides children with clear guidance on acceptable behaviour. Children consider others as they share resources, take turns and use their manners with gentle reminders. They think about how they would like to be treated and help the childminder to devise the house rules, including to be kind to others. Children regularly access the outdoors and have plentiful opportunities to move in a range of ways. This includes trips to the park, kite flying on the downs and organised sports days at the local running track.

Outcomes for children are good

Children develop a positive attitude to learning and eagerly embrace new experiences. They demonstrate high levels of concentration when involved in tasks and show confidence in making independent decisions. Children show good social skills as they ably interact with children of all ages. They relish opportunities to share their ideas and plan events, such as a treasure hunt in the woods or a circus show for parents. All children make continued good progress and gain the essential skills that they need in readiness for school.

Setting details

Unique reference number	260338
Local authority	Central Bedfordshire
Inspection number	1043056
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	14 May 2013
Telephone number	

The childminder was registered in 2001 and lives in Sandy. She operates all year round from 6.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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