

Childminder Report

Inspection date

18 July 2016

Previous inspection date

6 December 2012

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

- Children's emotional well-being is effectively promoted. The childminder gathers detailed information about children's individual needs and care routines when they first start with her. She uses this information to make sure that she continues to meet the child's needs and support children to settle quickly with her.
- Children have regular opportunities to develop their early writing skills and understanding of mathematical concepts, such as quantity and size. This supports them to gain key skills for when they start school.
- The childminder provides a welcoming environment and a stimulating range of experiences for children to engage in. Children are highly active and enjoy playing outdoors. This helps to support their physical development and well-being.
- The childminder has high expectations of all children and is a good role model. As a result, children are well behaved, polite and follow rules and routines.
- The childminder has established strong partnerships with parents. Through discussion, written documentation and questionnaires, parents express their very high levels of satisfaction with the care and education that the childminder provides.

It is not yet outstanding because:

- The childminder is very enthusiastic, and occasionally, over-directs children during their creative activities. This does not fully support children in developing their own ideas.
- Some next steps set for children are rather broad and do not enable the childminder to plan precisely enough to help children in reaching higher levels of achievement.

What the setting needs to do to improve further

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

- give children more opportunities to explore and share their own ideas and first-hand experiences in their creativity and imaginative play
- plan more precisely for individual children's next steps in order to promote their rapid progress and high levels of achievement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and the childminder's self-evaluation form.
- The inspector took account of responses from parents in written documentation and conversation.

Inspector

Ruth Patel

Inspection findings

Effectiveness of the leadership and management is good

The childminder is dedicated and demonstrates a good understanding of her role in supporting children's development and well-being. She has effectively addressed the actions and recommendations raised at her last inspection. The childminder has effectively used the support she received from the local authority to evaluate her practice and make improvements. The arrangements for safeguarding are effective. The childminder is knowledgeable about procedures to follow if she has concerns about children. She ensures her home is safe and continually reinforces safety expectations throughout children's activities and daily routines. The childminder's professional development is important to her and she attends relevant training, whenever possible to further develop her practice. She also makes good use of contacts with other providers and childminding colleagues to discuss and explore good practice.

Quality of teaching, learning and assessment is good

The childminder carefully observes and assesses children while they play. She has a good knowledge of children's interests, and provides activities and resources that she knows they will enjoy. For example, they become absorbed as they mould and cut play dough and search for dinosaurs in the sand. The childminder follows children's lead in conversations and asks well-timed questions. She plays alongside children, offering support and challenge to consolidate and extend their knowledge and skills. For example, she encourages children to count and use mathematical language as they play a matching game. She supports children to develop their hand-to-eye coordination during various activities. Children use tools with growing confidence and successfully cut materials to add to their craft activity.

Personal development, behaviour and welfare are good

The childminder forms strong bonds with children and their parents. As a result, children are comfortable and settle well. The childminder is very caring towards children, and sensitively communicates her expectations for good behaviour and following familiar routines. For example, she encourages children to help her tidy away toys before getting more out. She praises children's efforts and achievements, fostering their self-esteem and helping them to grow in confidence. Children learn about the world, cultures and their community. They learn about each other's similarities and differences through discussion and looking at books. They develop social skills as they learn to play together and participate in regular group activities. Children follow good hygiene routines and enjoy healthy, nutritious meals and snacks.

Outcomes for children are good

Children are working comfortably within the typical range of development for their age. They are motivated and spend long periods of time engaged in activities. Children develop good communication and language skills, and are learning to express themselves with confidence. All children are developing key skills needed for their future learning, including school.

Setting details

Unique reference number	155814
Local authority	Luton
Inspection number	1036879
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	6 December 2012
Telephone number	

The childminder was registered in 2001 and lives in Luton. She operates all year round from 7.30 am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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