

# Childminder Report

**Inspection date**

19 September 2016

Previous inspection date

20 December 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

- Since her last inspection, the childminder has made significant improvements to support children's welfare and education. She ensures that her knowledge of first aid, and that of her assistant, is maintained through regular training. The childminder has embedded assessment and planning systems and regularly evaluates the quality of care and education she and her assistant provide.
- Teaching is good. The childminder effectively supports young children's growing vocabulary. She introduces new words while they play together and asks questions to help support children to think more deeply about what they are doing.
- Children feel happy and secure in the childminder's care. Parents bring children to visit for short periods before children are enrolled.
- The childminder understands that children learn in a variety of ways. She regularly takes children to other locations within the local area to help them continue to learn in ways they prefer, such as in the woods and at the library.
- Children behave very well. They enjoy collecting small, reward buttons and stickers when they have done something well or have been helpful.
- Very young children quickly develop skills to help them establish good hygiene routines. The childminder and her assistant enthusiastically sing a song to help remind children why and how they need to wash their hands.

### It is not yet outstanding because:

- The childminder does not always form effective partnerships with providers of other settings that children attend.

## What the setting needs to do to improve further

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

- extend the partnerships with other settings that children attend, sharing more precise information about children's learning and development.

### Inspection activities

- The inspector observed activities in the childminder's home. She spoke to the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector checked the evidence of the suitability of the childminder, her assistant and all household members. The inspector viewed a range of documentation, including the safeguarding procedures and looked at certificates of completed first-aid courses.
- The inspector observed the quality of teaching and discussed the impact this has on children's learning with the childminder.
- The inspector took into consideration the parents' views documented in letters and feedback forms. She took into consideration the views of older children who had made an audio recording for the inspector.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures that she and her assistant keep up to date with local procedures for reporting any concerns they have about children's welfare. The childminder ensures that her assistant follows the procedures that are in place. They discuss children's progress and plan activities together to help support children's learning. The childminder identifies training courses to help enhance the knowledge and understanding that she and her assistant already have. The childminder welcomes the views of childcare professionals and parents to support her evaluation of the care and education she provides. Children who are old enough to express their opinions share their ideas and thoughts to help shape future activities.

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

The childminder and her assistant gather information about children's progress. They identify children's next steps in learning, which help shape the activities they provide. The childminder shares what she has observed with children's parents and gives them ideas about how they can support children's progress at home. The childminder gives children opportunities to learn about the wider community. They talk about different people who can help them, such as police officers and firefighters. The childminder encourages children to use pencils and crayons from an early age. Children enjoy making marks on paper plates, helping them to develop their small-muscle skills.

### Personal development, behaviour and welfare are good

Children are able to select toys and equipment from low-level storage. They each have a drawer for their artwork and possessions, which helps children to feel valued in the childminder's home. The childminder and her assistant prepare nutritious snacks and meals. They ensure that food is suitable for children with specific allergies to help minimise the risk of causing a reaction. The childminder encourages children to have regular exercise. They enjoy moving their bodies to music and older children enjoy jumping safely on a trampoline. Children form strong bonds with the childminder and her assistant. When they are tired, children choose a book to share and snuggle up on an adult's lap.

### Outcomes for children are good

Children make good progress in their learning and development. They are inquisitive and keen to learn. The childminder monitors children's progress to help her swiftly identify and close any emerging gaps in their learning. When the time comes, children are ready to move on to school or nursery. They can recognise numbers and letters and can confidently put on their shoes and coats. Children learn to listen and follow instructions and they willingly share and take turns with their friends.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 155802  |
| <b>Local authority</b>             | Luton   |
| <b>Inspection number</b>           | 1036877   |
| <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>       | 1 - 9   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 6   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 20 December 2012  |
| <b>Telephone number</b>            |   |

The childminder was registered in 1999 and lives in Luton. She works with a full-time assistant and operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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