

Childminder Report

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| Inspection date | 10 October 2017 |
| Previous inspection date | 14 January 2014 |

| 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 works effectively with parents and other settings that children attend. She shares information about children's development to help provide them with consistency in their learning.
- The childminder makes story times exciting and interesting. Children gather round, eager for her to turn the page and find out what happens next. They join in with the story well, using actions and voices as they show their enjoyment.
- The childminder encourages children to learn about mathematical problems and use counting as they play. She asks questions, such as, 'How many more have I got?' This contributes towards children's good mathematical skills.
- Children share close relationships with the childminder. They show their affection for her as they include her in their play. For example, they make her imaginary dinners and share jokes with her as they laugh together.

It is not yet outstanding because:

- The childminder does not always provide more-able children with the highest levels of challenge in their learning.
- The childminder does not make the most of all opportunities to build on and encourage children's curiosity and emerging interests.

What the setting needs to do to improve further

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

- consistently challenge children's learning to the highest levels, in particular, that of the more able children
- make greater use of all opportunities to build on and encourage children's curiosity and emerging interests.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector talked with the childminder and children at suitable times. She looked at relevant documentation, such as evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback provided by parents.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of how to identify and report any concerns about children's welfare. She completes relevant training and is aware of any changes that affect her work in keeping children safe. The childminder is well qualified and undertakes further training. This helps her to develop her teaching. For example, she improves the children's play environment using her new knowledge. The childminder evaluates her work well. Parents and children share their views and the childminder uses this to help her to make positive changes and to sustain her good quality provision for children.

Quality of teaching, learning and assessment is good

Children engage in high quality purposeful play. They are confident to pursue their ideas and use their imagination. The childminder recognises the benefit of sometimes standing back and allowing children to lead their learning. Children use good descriptive and creative language. They are eager to talk about their ideas and give the childminder a role in their games. Children play with dough, pine cones and conkers. They look at the patterns they can make in the dough and are confident in their physical skills when using tools such as scissors. The childminder promotes children's communication and language well. She uses descriptive language and introduces children to new words, such as 'cleaver' and 'butcher' as they play with plastic knives and cooking utensils. She observes them closely and accurately assesses their development.

Personal development, behaviour and welfare are good

Children are aware of their own identities and special events in their lives, such as their birthday and the arrival of a new sibling. Activities help children to learn about being fit and active. Children play at soft play areas where they develop their physical skills and test out their abilities. In the garden, children learn about the weather and caring for the pet rabbits and dog. Children behave well. They play together in harmony, showing respect and concern for each other. They take turns and share toys and equipment happily as they learn together.

Outcomes for children are good

Children have impressive communication and language skills. They use language to express their ideas and to understand the world around them, exploring why they talk and dogs bark. Children are independent, confident and display high levels of self-esteem. Their good concentration and developing practical skills help prepare them well for moving on to school. Children progress quickly and show an enthusiasm and interest in their learning.

Setting details

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| Unique reference number | EY317500 |
| Local authority | Luton |
| Inspection number | 1102038 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 8 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Name of registered person | |
| Date of previous inspection | 14 January 2014 |
| Telephone number | |

The childminder registered in 2005 and lives in Luton. She operates during term time from 7.30am to 5.30pm, Monday to Friday. The childminder has a recognised childcare qualification at level 3.

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