

# Childminder Report

**Inspection date**

7 December 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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**

- Partnerships with parents are good. The childminder seeks the views of parents on the service she offers and reflects on their ideas. Parents speak highly of the childminder. They state that the childminder helps the children to settle quickly and how much they enjoy attending. Parents feel they are kept very well informed of their children's development.
- Children who speak English as an additional language hold effective conversations with the childminder and show a good understanding of English words. The childminder's good tracking systems show the rapid progress these children make in their communication and language development.
- The childminder understands how to promote children's physical skills in preparation for writing. She takes children to parks where they can climb to develop their large muscles. Children use their smaller muscles, for example, to carefully thread cords through lacing cards.
- Children show that they feel secure and are happy. They enjoy familiar activities and routines, enhancing their sense of security.

**It is not yet outstanding because:**

- The childminder does not provide children with a wide range of opportunities to help them to understand the differences in each other's families, communities and traditions.
- The childminder does not provide children with enough opportunities to learn about their immediate environment or the natural world.

## What the setting needs to do to improve further

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

- enhance children's understanding of the world, enabling them to understand the similarities and differences in each other's families and communities
- provide further opportunities for children to learn about and explore their local environment and the natural world.

### Inspection activities

- The inspector observed the childminder and children during activities and discussed the learning that was taking place with her.
- The inspector looked at the areas of the premises used for childminding.
- The inspector looked at children's development and assessment records. Evidence of the suitability of household members and a range of other documents, including the safeguarding policy were also seen.
- The inspector spoke to and interacted with children at appropriate times during the inspection.
- The inspector took into account the written views of parents and the childminder's reflections of her practice.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows how to swiftly meet children's needs in the event of a child protection concern. She has the contact details for relevant safeguarding bodies easily accessible to her. The childminder undertakes training and further qualifications to help her to develop her knowledge and skills to even higher levels. She regularly meets with other childminders for peer support and to share ideas. The childminder reflects on her practice and makes effective changes. For example, she has identified some slight gaps in her teaching of mathematics. Consequently, the childminder is considering how she can introduce more opportunities for children to develop their understanding of numbers and counting.

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

The childminder gives children time to explore and follows their lead as they take part in activities. For example, she asks children what cutter they are going to use when playing with dough. When children demonstrate they want to explore rolling the dough, the childminder gives them time to do this and encourages them to look at what is happening. She understands that repeating activities helps children to learn. Consequently, the childminder leaves popular activities available for children to return to throughout the day. The childminder gathers detailed information from parents when children begin to attend. This assists her to promptly assess children's initial levels of development and to plan precisely for what they need to learn next. Parents regularly give the childminder updates on what children are doing and learning at home. The childminder takes this information into account in her regular and accurate assessments of children's learning and development.

### Personal development, behaviour and welfare are good

The childminder helps children to behave well and be polite. She gives them consistent and ongoing praise. This supports children to build on their confidence and emotional well-being. The childminder provides children with regular opportunities for outdoor play. They practise their physical skills, for example, as they use large equipment in the garden. Regular visits to local toddler groups enable children to socialise with larger numbers of children and to support their social development. The childminder encourages children to be independent at every opportunity. They chop fruit for their snack and are developing good self-care skills, such as in using the bathroom and dressing themselves.

### Outcomes for children are good

Children are making good progress and are well prepared for their next stage of learning and eventual move to school. They show a good understanding of how stories are structured. For example, they share books with visitors and are able to retell familiar stories very well. Children are able to make links in their learning, such as they notice a star shape in a Christmas activity and confidently sing a favourite nursery rhyme about a star.

## Setting details

<b>Unique reference number</b>	EY491033
<b>Local authority</b>	Luton
<b>Inspection number</b>	1023408
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in Luton. She operates all year round from 9am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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