

# Childminder report

23 Barford Avenue, Bedford, Bedfordshire MK42 0DS



<b>Inspection date</b>	10 October 2018
Previous inspection date	22 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The childminder attends training and embeds her new learning into her practice. Recently, she has introduced a visual timetable to help strengthen children's understanding and promote their communication and language skills.
- The childminder knows the children and their families well. She is aware of vulnerable children and families who need extra support. These children make particularly good progress in the childminder's care.
- The childminder and co-childminder sing the 'tidy-up' song. Young children show their awareness of this, and bend their knees and clap their hands in time to the rhythm.
- Children are well behaved and are well settled in the calm environment.

### It is not yet outstanding because:

- The childminder does not include parent's observations of children's learning from home in her assessments to make these even more precise.
- The childminder does not consistently explain to young children about the reasons for some safety rules, such as not playing with doors, so that they understand rules to help keep them safe.

## What the setting needs to do to improve further

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

- include the observations that parents share in the assessments made of children's development to even further increase their precision
- explain to young children about the reasons for the rules that help to keep them safe to enhance their good learning further.

### 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 discussed a planned activity with the childminder.
- The inspector held discussions with the childminder at suitable times. She looked at relevant documentation, such as evidence of the suitability of the childminder, her co-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 leadership and management is good

The childminder is well qualified and works with her co-childminder as an efficient and effective team. They complement each other's skills and motivate each other to continually improve quality for children. Safeguarding is effective. The childminder has a good awareness of the work of her Local Safeguarding Children Board. She understands about the importance of supervising children closely as they play and ensures that she works collaboratively with her co-childminder to keep children safe in her care. The childminder evaluates her work with good effect. This helps her to identify any areas for improvement.

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

The childminder talks to children throughout their play, extending on their ideas and asking children questions. This supports children in thinking and broadening their vocabulary. The childminder supports children who speak English as an additional language successfully and they develop into confident talkers. Children use all their senses to explore the autumn items they have collected on a walk. They hold handfuls of leaves up to their faces, taking deep breaths to smell them before talking about what the smell reminds them of.

### Personal development, behaviour and welfare are good

The key-person arrangements between the childminder and her co-childminder are supportive for children. This gives children two special people who they grow attached to. They are confident and settle quickly, welcoming affection from both the childminder and her co-childminder. It is evident that some children learn best outdoors. The childminder plans the day well, so children have plenty of fresh air and exercise in the garden. They test out their physical skills as they scoot cars and bicycles, strengthening the muscles in their legs. The childminder provides a relaxed and nurturing environment that meets the needs of young children well.

### Outcomes for children are good

Children make good progress from their individual starting points. They become increasingly sociable as they learn from each other. Children's behaviour is good and children of different ages play together well, showing awareness of each other's needs. The children's day is filled with singing and rhyme time. They join in with songs smiling broadly and following the actions. Children sustain their attention and develop the skills that they need in readiness for starting school.

## Setting details

<b>Unique reference number</b>	259901
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10061509
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	22 February 2016

The childminder registered in 2001. She provides care from her daughter's home, who is her co-childminder, in Bedford. The childminder operates all year round from 7.40am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

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