

Childminder Report

Inspection date

12 May 2015

Previous inspection date

24 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder demonstrates some outstanding teaching skills. She is a good role model and has high expectations of children. She provides children with clear guidance and gives consistent praise for their achievements. Consequently, children behave very well and form secure emotional attachments to the childminder and their peers.
- Children are proactive in helping the childminder and demonstrate a strong sense of belonging as they take on on age appropriate tasks. Consequently, children are confident learners and demonstrate excellent independence skills.
- The childminder accurately assesses children's abilities and plans a wide range of interesting activities that support each child's individual steps in learning. As a result, all children make good progress towards the early learning goals.
- The childminder skilfully promotes children's learning about the natural environment. They learn about animals, amphibians and mini-beasts through hands on experiences. Consequently, children show concern for living things and have good knowledge about natural changes and life cycles.
- The childminder liaises successfully with parents and other settings children attend. This ensures they receive consistency in their care and learning.
- The childminder has an in-depth knowledge and understanding of the Early Years Foundation Stage. She understands her responsibilities and the procedures for safeguarding children.

It is not yet outstanding because:

- The childminder does not fully maximise opportunities to consistently share information with parents, about their children's achievements at home.

What the setting needs to do to improve further

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

- enrich opportunities for parents to contribute more information about what children do at home; use this information to plan more precisely for children's next steps in learning in order to extend their good progress even further.

Inspection activities

- The inspector observed children's activities in the childminder's home.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessments and the planning documentation.
- The inspector spoke with the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of all household members. She also checked the childminder's qualifications, policies, and procedures and discussed the childminder's self-improvement summary.

Inspector

Jacky Kirk

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress and develop the skills they need in readiness for school. The childminder helps children to learn lots of things in different ways, such as when collecting frogspawn. She shows them how to use a magnifying glass to observe how the tadpoles adapt and explains the process of how they turn into frogs. Children learn new words, such as fragile, cocoon and wriggly. As a result, children demonstrate very good speaking and listening skills. Children gain a good understanding of shape, measure, and numbers. They eagerly tell the childminder which is the thinnest and longest worm and accurately count the legs on a bee. Children play in an environment rich in print. They can recognise and write their own name. Children enjoy snuggling next to the childminder as she reads to them. The childminder allows children time to anticipate and repeat the refrains in the story. Consequently, children are beginning to recognise familiar words. Children use their imaginations well as they create pebble pets, using stones, paint and feathers. They use their thinking skills as they work out they need to use two hands to be able to lift the wet painted stone. The childminder works closely with parents and keeps them well informed about their children's progress. However, she is yet to encourage parents to share full details of what their child learns at home use this to further enhance children's progress.

The contribution of the early years provision to the well-being of children is good

Children are warmly welcomed into the well organised and highly stimulating environment. They can freely access the garden where they have a wealth of attractively presented resources to play with. Regular trips to play parks allow children to learn to act safely, when using large play equipment. Children follow good hygiene routines and understand the importance of keeping themselves and others healthy. For example, they know they have to wash their hands after handling and taking care of the pets. Children help to prepare their own healthy snacks, cut their own fruit and pour their own drinks. Children particularly enjoy looking at their own learning journey folders. This prompts their memories of past experiences, which they are keen to share and talk about. Good settling-in procedures and talking with children about their forthcoming moves to school, supports their emotional well-being extremely well.

The effectiveness of the leadership and management of the early years provision is good

The childminder plans a good balance of adult-led and child-initiated activities. Effective systems for checking on children's progress ensures any potential learning needs are quickly identified and appropriate support sought. Regular risk assessments, fire drills and accurate completion of required documentation ensure children are kept safe and healthy. The childminder is well qualified. She continues to improve her childcare knowledge and maintain good quality. This is achieved through attending training courses and sharing good practice with other childminders. The childminder evaluates her provision well and actively seeks parents' views to help her with this.

Setting details

Unique reference number	EY265631
Local authority	Leicester City
Inspection number	860649
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	24 July 2009
Telephone number	

The childminder was registered in 2003 and lives in the city of Leicester. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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