

Childminder Report

Inspection date

28 May 2015

Previous inspection date

4 June 2010

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

- Children's emotional security is very well supported through the childminder's positive interactions. A good range of useful information is sought from parents before children begin. She uses this to plan the environment, helping children to settle and feel at ease. She shares detailed information with parents about routines and activities so they can continue children's learning at home.
- The quality of teaching is good. Children are able to play and learn in a child friendly environment, reflective of their interests and skills. As a result, they make good progress from their starting points.
- The childminder's secure knowledge and understanding of safeguarding procedures helps to keep children safe in her care at all times.
- Children's good health is promoted well as the childminder provides them with healthy food, fresh air, exercise and good hygiene routines.
- The childminder is committed to reflect on and improve her practice. She has a good knowledge of the strengths of her provision, and has identified ways to improve the service she provides.

It is not yet outstanding because:

- Occasionally, the childminder does not give children enough time to build on their play and ideas.
- Children are not always given sufficient time to respond to questions. This results in an occasional missed opportunity for children to develop their thinking and speaking skills.

What the setting needs to do to improve further

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

- give children opportunities to develop their play and ideas, to support and promote their thinking and learning
- help children to develop their thinking skills more efficiently by giving them time to think about what they want to say and put their thoughts into words, particularly for children who speak English as an additional language.

Inspection activities

- The inspector observed children in free-play activities within the home and garden.
- The inspector engaged in several discussions with the childminder throughout the inspection.
- The inspector looked at children's learning journals, a selection of policies and required records, such as accident logs and risk assessments. She also checked evidence of the suitability of all household members.
- The inspector took into account the written comments from parents.
- The inspector had a tour of the areas used for childminding.

Inspector

Alex Brouder

Inspection findings

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

The childminder is well qualified and has a good understanding of how to support and promote children's learning. She uses her own observations of children's achievements, along with information gained from parents, to establish children's starting points. The childminder uses tracking and assessment well to monitor children's learning and identifying any potential gaps. Children enjoy a good range of accessible resources, which helps to enhance their progress in all areas of learning. However, there are occasions in which the childminder rushes the children through play. This means children are not always able to build on their exploratory play, challenging and extending their learning. Children's communication and language is developing appropriately. The childminder talks to the children, asking relevant questions about their play, and introducing new words. However, occasionally, children are not given time to think of a response before the childminder interjects. This is particularly key for children who speak English as an additional language. Children's mathematical skills are enhanced as the childminder names shapes in the environment, and informs children of how many objects they are holding. This effectively teaches children the early skills they will need to be ready for school.

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

Children are happy and have forged good relationships with the childminder. As a result, they feel emotionally secure and at ease in the setting. Children's confidence and self-esteem are continually nurtured through the praise and encouragement they receive. Consequently, they behave well. Children have access to fresh air each day as they access a garden, parks and walk to and from school. Children follow the routines of the day well. For example, they wash their hands before eating and after being outdoors. This also promotes their health and well-being. The childminder works well with parents to provide a healthy and varied diet. This includes foods familiar to them, balanced with introducing new foods and tastes. The childminder ensures that even young children begin to learn how to be safe. For example, children practise the fire drill, and the childminder talks with them about road safety, offering gentle reminders to keep safe when playing.

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

The childminder has a good understanding of her role in meeting the requirements of the Early Years Foundation Stage. She is vigilant in monitoring children's safety, and has a good awareness of child protection issues. The childminder understands her responsibility to monitor her newly appointed assistant. She aims to support their development through relevant training, enabling them to take an active role in children's care and learning. The children benefit greatly from the childminder's commitment to her own professional development. She regularly attends training to deepen her knowledge and understanding of how children learn. This helps to improve the setting for all who attend. All previous actions and recommendations have been addressed well. For example, she obtains accurate information from parents to establish who is their legal guardian.

Setting details

Unique reference number	EY306791
Local authority	Leicester City
Inspection number	873071
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 9
Total number of places	12
Number of children on roll	3
Name of provider	
Date of previous inspection	4 June 2010
Telephone number	

The childminder was registered in 2005 and lives on the outskirts of Leicester City. She occasionally works with an assistant. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays. She has a relevant qualification at level 3.

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