

Childminder Report

Inspection date

8 June 2015

Previous inspection date

25 February 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

- Teaching is good and some is outstanding. This is because the childminder carefully plans activities that arise from children's interests and their next steps in learning. As a result, children are eager to learn and demonstrate good levels of engagement.
- The childminder is very caring and sensitive to children's emotional needs. Children are secure and confident as they play. Consequently, they form warm attachments to the childminder and their friends.
- Young children make good progress in their speaking skills because the childminder sensitively listens to, and supports, them through their play. She values their contributions and extends their language effectively through purposeful conversation.
- The childminder is a very good role model. Consistency in children's routines and clear explanations about taking turns help children learn how to share and keep themselves safe. Consequently, children behave exceptionally well and are kind and considerate towards their friends.
- The childminder has extensive childcare knowledge and experience. She demonstrates a strong commitment to providing a high-quality provision. Childminder networking events and training opportunities positively affect her practice and enable her to enrich the learning experiences she provides for children.
- Children are kept safe because the childminder has a good understanding of her responsibilities and the procedures for safeguarding children.

It is not yet outstanding because:

- The childminder does not fully maximise the methods of self-evaluation, to identify areas of improvement in order to extend children's good progress even further.

What the setting needs to do to improve further

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

- strengthen the process of self-evaluation by considering additional ways in which to obtain and use the views of parents and children, so that improvements are focused more heavily on planning additional challenges and experiences that help children to achieve at an outstanding level.

Inspection activities

- The inspector observed children's activities and viewed all areas of the home used by children.
- 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 children at appropriate times throughout the inspection.
- The inspector checked the childminder's qualifications, policies and procedures and discussed her self-evaluation form and improvement plans.

Inspector

Jacky Kirk

Inspection findings

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

Adult-led activities for younger children help develop their physical, personal, social and communication skills well. Consequently, children develop the skills they need for starting school. Children demonstrate good listening skills as they follow the childminder's instructions when creating pictures using collage materials. Throughout children's play, the childminder helps them to recognise colours and shapes and learn how to count. The childminder helps children to recall time spent with their families, such as going to the seaside to visit grandparents. Children learn about life cycles through hands-on experiences. They watch chicks hatch from eggs and see them grow into hens. This helps children understand the concept of time as they check each day to see if these hens have started to lay their own eggs. Children develop an understanding of how to use technology as they learn to switch on and off small electrical toys. Furthermore, children demonstrate good thinking skills as they work out which direction to move the lever to make the small, sit-on train go forward or backwards.

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

The childminder provides children with a welcoming, bright, stimulating and homely learning environment, both indoors and outside. Young children demonstrate good levels of independence as they freely select the toys they wish to play with. Additionally, they eagerly attempt self-care tasks, such as taking off and putting on their shoes, feeding themselves and drinking from beakers. Children are confident to have a go, knowing the childminder is close by to help them if needed. They have plenty of opportunities to be physically active both in the garden and through regular trips to the park and the toddler gym. Furthermore, children develop good social skills and confidence as they regularly meet up with friends at the local childminding group. Children learn that taking off their jumper stops them from getting too hot. This helps children understand the importance of keeping safe and healthy. Children receive consistency in the care and learning because of successful, three-way relationships between the childminder, parents and teachers at other settings children attend.

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

The childminder has sound understanding of, and implements, the requirements of the Early Years Foundation Stage to a high standard. A range of policies and procedures underpin her practice, which she shares with parents. The childminder uses an effective system of observation and assessment. This enables her to quickly identify any gaps in children's learning and give them any additional support they may require. Through daily conversations with parents and the use of daily diaries, children's achievements at home and in the childminder's care are shared and celebrated. The childminder evaluates her provision well. However, she does not fully maximise opportunities for parents and children to share their views, so she can use them to even greater effect to enhance children's experiences.

Setting details

Unique reference number	EY221047
Local authority	Leicester City
Inspection number	869793
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	25 February 2009
Telephone number	

The childminder was registered in 2002 and lives in Leicester. She operates during term time only from 7.30am to 5.30pm, Monday to Friday. The childminder holds a recognised early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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