

# Childminder Report

**Inspection date**

30 June 2015

Previous inspection date

3 December 2009

| <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        |
| 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder provides a happy, homely and welcoming environment, where children are encouraged to learn.
- Children make good progress in relation to their starting points and capabilities. They are acquiring the necessary skills to make good progress towards their next stage in learning, and the eventual move to pre-school or school.
- Children and their families build strong bonds with the childminder, which effectively promotes children's emotional well-being.
- Children are developing independence skills. They are able to make choices over their activities from the extensive range of books and toys that are easily available to them.
- The childminder promotes children's good health and their understanding of how to lead a healthy lifestyle extremely well, for example, she encourages children to think carefully about what they are eating for their snack.
- The childminder has a good understanding of the safeguarding and welfare requirements. A range of policies and procedures effectively underpin her practice and promote children's safety and well-being.

### It is not yet outstanding because:

- Although children make good progress, the childminder does not maximise the use of assessments to plan precisely for children's next steps in learning, in order to promote their rapid progress.
- The childminder does not effectively involve parents and children when evaluating what she does well, and what can be improved.

## What the setting needs to do to improve further

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

- enhance assessment and monitoring arrangements to promote children's exceptional progress, and use the information gained from assessments to plan precisely for children's next steps in learning
- regularly consult with parents and children to gain their opinions of the care and learning provided, and use this to set targets for future improvements.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of the childminder and household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took into account the written views of the parents.

## Inspector

Ann Lee

## Inspection findings

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

The childminder has a very good knowledge of how children learn through playful experiences. She provides an interesting range of activities and opportunities, both in the home and within the local community. Teaching is good. The childminder supports children's communication and language skills well. She speaks slowly and clearly and talks to them throughout activities, explaining what is happening and modelling simple language. For example, as children make butterfly pictures, she introduces words describing the texture of the materials they are using. Children enjoy being outside, investigating and exploring. They regularly go to the nearby park where they discover who is the heaviest, as they play on the see-saw. This supports children's early mathematical knowledge. The childminder monitors the progress that children make through ongoing observational assessments. However, assessments are not sharply focused enough to ensure that opportunities and activities made available to children enable exceptional progress to be made. The childminder ensures that parents are regularly kept informed about the progress that their children are making.

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

Children are happy and settled in the childminder's home. The childminder is sensitive towards children's needs and knows them well. She has good settling-in arrangements and finds out about children's likes, dislikes and care routines. Children are very well behaved. The childminder gives them consistent boundaries and praises good behaviour. She encourages children to be considerate and tolerant to one another. They learn that they must take turns when using the slide. Children are taught how to keep themselves safe. The childminder reminds them not to go beyond her driveway without holding her hand, as the road is very busy. Children have lots of outdoor experiences where they can run, jump and climb. This promotes their physical development and provides them with challenging opportunities. Children benefit from visits to toddler groups, where they develop social skills and build their confidence in larger groups. Consequently, children are emotionally prepared for the move on to school.

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

The childminder has a good knowledge of the requirements of the Early Years Foundation Stage. She is very efficient and manages the business side of her provision well to ensure that all required documentation is in place and well maintained. Parents speak positively about the care provided and the progress that their children have made. The childminder continues to develop her professional knowledge through her own research and by attending short courses. She regularly reviews her practice and sets herself targets for continuous improvement. However, she does not routinely involve parents and children in this process to ensure that their views are taken into account. The childminder has developed good links with a local school and playgroup that children attend, in order to maximise children's progress.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY234822        |
| <b>Local authority</b>             | Leicestershire  |
| <b>Inspection number</b>           | 855809          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 8           |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 4               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 3 December 2009 |
| <b>Telephone number</b>            |                 |

The childminder was registered in 2000 and lives in Hinckley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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