

# Childminder Report

**Inspection date**

8 July 2015

Previous inspection date

15 October 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 uses her observations, assessments and information from parents to plan effectively so that children make good progress.
- Children's emotional security is addressed well. The childminder's relationships with them are good and children are happy and settled.
- The childminder uses the outdoor play area effectively to promote children's learning. Children enjoy access to a variety of toys and play activities and confidently choose and select these for themselves.
- Children's independence is supported well by the childminder. She ensures that they have time to practise their manipulative skills, for example, when they undo fasteners on their shoes.
- The childminder supports children's mathematical learning effectively. For example, they count how many pieces of fruit are needed for the number of children present at snack time.
- Documentation required for the safe and efficient management of the provision and to ensure that the needs of all children are met, is well maintained and implemented.

### It is not yet outstanding because:

- The childminder does not always give children time to put their thoughts into words when she asks them questions.
- Children's emerging interest in colours and how they can be changed is not supported with maximum effect by the childminder.

## What the setting needs to do to improve further

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

- extend children's thinking skills, giving them more time to put their thoughts into words when responding to questions asked of them
- extend support for children to explore colour and find out for themselves what happens when they mix different colours.

## Inspection activities

- The inspector observed activities as children played in the indoor and outdoor play areas.
- The inspector looked at evidence of the childminder's qualification, training and the suitability for all adults.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Inspection findings

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

The childminder supports children effectively so that they make good progress and develop skills in readiness for school. Children use their good language skills when they chat with the childminder. Younger children are supported well so that they begin to form short sentences. Older children are encouraged to use mathematical language. They sort bricks by colour, count as they build and talk about their constructions being long, short and tall. However, the childminder does not always fully support children's thinking skills. There are times when she does not give children sufficient time to answer the questions that she asks. Children are interested in the natural world and the childminder has created an area in the garden where they look for insects. They look at a poster and decide how many bugs are the same. The childminder supports their learning that print carries meaning as she provides books to extend this area of learning. Children's creativity is promoted well. They dip toys cars into trays of paint and make marks on paper with the wheels. They enjoy the sensory experience of paint on their hands and print with their finger tips. However, older children are not always encouraged to find out for themselves what colours can be created by mixing paints together.

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

Children's personal, social and emotional development is given a high priority by the childminder. They behave well and understand the expectations for behaviour, such as sharing and taking turns. The childminder boosts children's self-confidence because she praises their positive behaviour, efforts and achievements. The childminder supports children's independence effectively. They choose and easily select toys for themselves from low-level storage. Boxes are labelled with pictures and words to support their learning that print carries meaning. Children's good health is promoted well. The childminder provides healthy meal and snacks. The outdoor area is used effectively for play activities and the childminder encourages children to be physically active. Children gain physical skills while they use challenging equipment at soft play centres and parks. They enjoy attending a music and movement group each week.

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

The childminder's home is safe and secure and she is aware of her responsibilities to supervise children and protect them from harm. Necessary suitability checks for family members have been completed. The childminder meets children's welfare needs successfully because she keeps her safeguarding and first-aid knowledge up to date. She identifies aspects of her provision that she has evaluated as areas for improvement. The childminder is developing learning opportunities in the garden so that children gain more awareness of the natural world. She is currently working towards an early years qualification at level 5 and is using the knowledge gained to review her practice. External evaluation by representatives of the local authority is welcomed.

## Setting details

<b>Unique reference number</b>	EY333260
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	862563
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 October 2009
<b>Telephone number</b>	

The childminder was registered in 2006. She lives in Barwell, Leicestershire. The childminder holds an early years qualification at level 3 and is working towards level 5. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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