

# Childminder Report

## Inspection date

6 August 2015

Previous inspection date

15 December 2011

<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		Outstanding	1
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

- High priority is given to protecting and safeguarding children. The childminder follows excellent practices and procedures that successfully promote children's safety and health.
- Children are very happy and flourish in this extremely welcoming and caring learning environment. The childminder recognises the uniqueness of each child in her care. She is sensitive and respectful in her approach. She provides high levels of reassurance and comfort for children.
- Children are making good progress in their learning given their starting points. Observation, planning and assessment arrangements are good. The childminder checks children's achievements and identifies their next steps and gaps in their learning. She then plans interesting activities to help close the gaps quickly.
- The childminder promotes children's communication and language skills very well. She interacts sensitively with the children and encourages them to listen and express themselves confidently. Children sing songs with enthusiasm and join in with the actions, demonstrating that they are enjoying themselves as they learn.
- The childminder is committed to improvement and ongoing professional development. She consults parents and children for their views on her provision and constantly improves her practice to benefit them.
- Partnerships with parents are well developed. There are good systems for sharing information about what the children are doing at the childminder's and at home. The childminder receives very good feedback from parents with regards to how well she promotes children's individual needs.

### It is not yet outstanding because:

- The childminder does not always encourage children to extend their explorations and build on their thinking skills.

## What the setting needs to do to improve further

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

- provide children with extra challenges to excite and encourage them to use their exploratory and thinking skills.

### Inspection activities

- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector observed the interaction between the childminder and children throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her documentation, policies and procedures.

### Inspector

Janice Hughes

## Inspection findings

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

The childminder is very passionate about her role. She has a very good understanding about how children learn best through play. She provides a wide range of resources both inside and outdoors to motivate and promote children's learning. However, she does not always provide extra challenges to enthuse children and encourage them to investigate and solve problems. Children are active learners and are acquiring key skills for future learning. They concentrate and take part in activities willingly. Children enjoy playing outside. They throw and kick balls and enjoy riding on wheeled toys. They dig in the sand, making marks and footprints. The childminder encourages the children to look at books and count throughout the day. She uses mathematical language, such as full and empty, as children make sandcastles. Children use their imagination skills well as they play in the playhouse pretending to cook tea. Babies use their sensory skills as they pass items from one hand to the other. They giggle and smile, demonstrating that they are content and interested in their play.

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

Children are extremely confident and independent. They use an excellent range of easily accessible resources. They have free movement between the inside area and the garden and they spontaneously transport resources and play between the areas. This enhances their enjoyment and encourages them to engage in sustained periods of play. Resources reflect diversity and help children develop positive views and attitudes towards each other. The childminder is an excellent role model and she praises children highly for their achievements. Children are very well behaved. They play harmoniously together and share toys. They develop an excellent understanding of healthy eating. The childminder provides and talks to children about healthy food. Visits and outings provide children with opportunities to understand that exercise can be fun. The childminder prepares the children very well for their move to pre-school or school. Children follow extremely good hygiene procedures and develop self-help skills ready for their next stage in learning.

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

The childminder is very experienced and well qualified. She is motivated and professional. Her commitment to high-quality care and learning is evident. She is dedicated to providing a good service for all children and their families. The childminder meets the requirements of the Early Years Foundation Stage to a good standard. She rigorously checks the quality of her provision and consistently reflects on her practice. She has addressed the recommendations from previous inspections, demonstrating further her commitment to improve. The childminder places a focus on professional development and improving her knowledge and skills. She continually explores new initiatives in the early years field and attends relevant training courses. The childminder has positive relationships with other providers and professionals. She welcomes discussions and advice to maintain continuity in children's care, learning and development.

## Setting details

<b>Unique reference number</b>	EY427239
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	852763
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 December 2011
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Derbyshire. The childminding provision operates Monday to Friday from 8am until 6pm, all year round, except for Christmas, and bank and family holidays. The childminder holds an early years qualification at level 3. She receives funding for free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

