

Childminder Report

Inspection date

5 August 2015

Previous inspection date

7 March 2012

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 are offered a lot of variety in their learning. The childminder provides a very broad range of resources and experiences. Children have very good opportunities to use resources in their own way during self-chosen and adult-led activities.
- Babies and children settle very well and thoroughly enjoy the time they spend with the childminder. They form good relationships with the childminder, her assistant and her family.
- The childminder and her assistant effectively foster children's personal, social and emotional development. They are good role models and give clear guidance about expected behaviour. Children learn to share, take turns and behave well.
- Children's good health is successfully promoted. The childminder provides healthy snacks and drinks. Children benefit from plenty of opportunities to be active as they play and continue their learning outside in the fresh air.
- The childminder establishes good relationships with parents and with other settings that children attend to enable frequent sharing of information. This effectively promotes consistency in children's care and learning.
- Children are kept safe because the childminder has a good understanding of how to protect them from harm. She successfully minimises potential risks to their safety. The childminder and her assistant are aware of the appropriate action to take if they have concerns about the welfare of a child in their care.

It is not yet outstanding because:

- Occasionally, the childminder and her assistant do not fully support children to think, reflect and express their thoughts and responses during activities.

What the setting needs to do to improve further

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

- give children more opportunities to reflect, describe and share their thoughts and ideas.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed children engaged in a variety of activities, inside and outdoors.
- The inspector looked at children's assessment records, planning and a range of other documentation, including policies and procedures and the childminder's self-evaluation form.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the training and qualifications of the childminder and her assistant and the suitability of all adults in the household.
- The inspector spoke to the childminder, assistant and children at appropriate times during the inspection.
- The inspector took account of the written views of parents expressed in letters read during the inspection.

Inspector

Victoria Mulholland

Inspection findings

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

The well-qualified childminder carefully observes babies and children to assess their stages of development and capabilities. She identifies what they need to learn next and plans ways to promote their development in these areas. Children of all ages and abilities make good progress in relation to their starting points. Babies enjoy exploring toys that make sounds, finding out how to make them work. Children have very good opportunities to use their senses as they explore a range of materials, such as sand, water, dough and paints. They delight in experimenting with paints on a large scale on a long length of paper. They use a variety of objects, such as brushes and their hands and feet, to experiment with colours and make marks. They use toy vehicles, dolls and dinosaurs to make tracks and footprints with paint. They become engrossed in their exploration. However, the childminder occasionally misses opportunities to help children to think and talk about what they are doing. For example, the childminder does not make good use of opportunities to discuss what happens as children mix colours together. Nevertheless, the quality of teaching is good overall. The childminder and her assistant encourage children to count and to explore size and space, for example, as they try to fit one object into another. Children's early literacy skills develop as they look at books and enjoy listening to and joining in with stories, songs and rhymes. Overall, children are well prepared for the next stage in their learning and the eventual move on to school.

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

The childminder works very closely with parents to maintain children's well-being. Children have good opportunities to make choices and decisions about what they do. They begin to develop independence and their self-care skills are promoted well, relative to their ages and capabilities. The childminder encourages children's sense of responsibility and cooperation, for example, as they help to wash items used for painting and to tidy away resources. Children learn to manage risks and keep themselves safe as they use garden equipment to climb, slide and swing. They benefit from plenty of opportunities to go out into the local community. For example, they go for walks and enjoy feeding the ducks. They attend toddler groups and visit local parks and shops. This effectively supports children to develop confidence and social skills in different situations.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She effectively checks children's development to maintain a good overview of their progress. The childminder regularly meets with other childminders to share information and ideas. She attends relevant training courses and conferences to update her knowledge and maintain good quality practices. She has initiated a system of performance management for her assistant, including supervision and plans for ongoing training. The childminder evaluates her provision and seeks the views of parents and children, in order to identify strengths and ways to enhance the provision further.

Setting details

Unique reference number	EY363250
Local authority	Leicestershire
Inspection number	863775
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	7 March 2012
Telephone number	

The childminder was registered in 2007 and lives in Hinckley, Leicestershire. The provision operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. The childminder sometimes works with an assistant who also has a relevant childcare qualification at level 3. The provision offers funded early education for two-, three- and four-year-old children.

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