

Childminder Report

Inspection date	13 October 2015
Previous inspection date	25 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder offers a well-balanced mix of adult-led activities and opportunities for children to initiate their own learning. She provides a broad range of resources and experiences that are suitable for the children of different ages who attend.
- The childminder effectively promotes children's understanding and speech development. She models good use of language and extends children's vocabulary. She asks questions and engages children in conversations.
- Children have excellent opportunities to learn about where food comes from. They are involved in planting, growing and harvesting a wide variety of vegetables and fruit. They learn about composting and about growth, change and decay.
- Children's good health is successfully promoted. The childminder provides healthy snacks, drinks and nutritious home-cooked meals. Children benefit from plenty of opportunities to be physically active and to continue their learning outdoors. They enjoy gardening, play in the garden, visit parks and go for walks in the local area.
- The childminder is a good role model. She gives children clear guidance about how she expects them to behave. They learn to share, take turns and behave well.
- The childminder builds effective partnerships with parents and other settings that children attend. She encourages frequent sharing of information and promotes consistency and continuity in children's care and learning.

It is not yet outstanding because:

- Occasionally, the childminder does not fully support children to think critically and solve problems that they encounter during their play.
- Children's understanding about people from other cultures and communities is not developed as fully and effectively as other aspects of their learning.

What the setting needs to do to improve further

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

- encourage children to think critically, change their strategy as needed and find ways to solve problems as they play
- extend opportunities for children to build their understanding of the lives of different people, communities and cultures in the wider world.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures and the childminder's self-evaluation form.
- The inspector checked evidence of the childminder's training and the suitability of people living on the premises.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of statutory requirements. Arrangements for safeguarding are effective. The childminder knows how to assess risks and protect children from harm. The childminder shows a strong commitment to ongoing professional development. Since her last inspection, she has gained a higher qualification which has further strengthened her knowledge and understanding of effective teaching practice. She regularly checks on children's development to ensure that they are making good progress. The childminder reviews her practice and takes account of feedback from parents and children. She successfully identifies strengths and areas for further development. For instance, she has plans to further improve the already very good outdoor provision by creating a mud kitchen area for children.

Quality of teaching, learning and assessment is good

The well-qualified childminder has a good understanding of how children learn through play and exploration. She promotes their sensory development well. For example, young children enjoy exploring plastic bottles filled with different objects and materials. They look at what is inside and shake them to see what noises they make. As they play with construction vehicles on a layer of cereals, they explore the tastes and textures of the cereal pieces. They use the vehicles to scoop, tip, push and flatten the pieces. The childminder skilfully builds on children's growing mathematical understanding. For instance, she shows them that some cereal pieces are circles and others are squares. She encourages them to count how many wheels the different vehicles have and to compare the sizes of the wheels. However, the childminder does not always help children to think critically and find ways to solve problems as they play. She occasionally steps in too quickly to do things for them and misses the opportunity to help them achieve for themselves. Even so, the quality of her teaching through play is good overall. She successfully helps children to achieve their next steps in learning.

Personal development, behaviour and welfare are good

Children settle well and form warm relationships with the childminder and with one another. They enjoy the time they spend in her care. She helps them to develop personal-care skills and teaches them about ways to keep themselves safe. They learn to manage risks, for instance, as they climb the ladder in the playhouse. They safely use plastic knives to cut their own fruit for snack. The childminder gives them opportunities to build their confidence in different social situations. They go out into the local community, attend toddler groups and regularly visit the library. However, they have fewer opportunities to increase their understanding about other communities and cultures in the wider world.

Outcomes for children are good

Children develop the key skills that they need for the next stage in their learning. All children make good progress from their starting points. They develop early literacy skills, draw and make marks. Older children learn to recognise their names in print and begin to write them correctly. They are prepared well for their eventual move on to school.

Setting details

Unique reference number	EY398843
Local authority	Derbyshire
Inspection number	859992
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	25 March 2010
Telephone number	

The childminder was registered in 2009 and lives in Long Eaton, Nottinghamshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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