

Childminder Report

Inspection date

9 November 2015

Previous inspection date

21 March 2012

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 uses a range of good teaching strategies to support children's learning. Children are engaged and challenged by the childminder's interactions during play. As a result, children make good progress in their learning.
- The childminder has a secure understanding of the different areas of learning. She identifies how different activities can be used effectively to extend children's learning.
- The childminder assesses children's learning and carefully tracks their development over time. She checks that they are receiving a broad range of experiences and that they are making good progress.
- Children are very happy and form secure attachments to the childminder. She builds their confidence and helps them learn to share and tolerate others.
- The childminder provides a welcoming and stimulating environment. Toys and resources are matched to children's needs and interests. They are accessible so that children can make choices and lead their own play.
- The childminder effectively engages parents and works in partnership with other settings children attend. They share detailed information about what children do so there is continuity in their care and learning.

It is not yet outstanding because:

- The childminder's evaluation of teaching is not thorough enough to identify a highly focused programme of professional development.
- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not used really effectively to identify specific next steps in children's learning.

What the setting needs to do to improve further

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

- strengthen the quality of teaching and use rigorous evaluation that identifies highly focused professional development opportunities
- make the most of what is known about individual children so specific areas of development can be targeted for rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of all household members, and the childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector took account of the views of parents and carers.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder is qualified and has a secure understanding of how to implement the Early Years Foundation Stage. She reviews her setting to keep all her procedures up to date. The childminder's partnerships with parents are strong. She shares information about how she organises her setting and collects valuable information about children from parents before they start. The childminder uses a range of ways to keep parents informed about what their children are learning. As a result, parents are able to extend learning at home. Regular assessments of children's learning in each area help the childminder to identify any gaps or concerns about their development. She researches ideas to help her support individual children's needs. However, other professional development activities are not directly linked to improving the quality of teaching to an outstanding level. The arrangements for safeguarding are effective. The childminder attends training to help her understand and recognise the signs of a broad range of different types of concerns.

Quality of teaching, learning and assessment is good

The childminder understands and uses different teaching strategies effectively. For example, during play she explains, makes suggestions and models how to do things. This helps children remain interested and are motivated to have a go for themselves. The childminder has a good understanding of what children need to learn to be ready for the next stage in their learning. She identifies how these can be promoted in different ways. For example, shapes, colours and numbers are integrated into both children's chosen play and planned activities. The childminder regularly observes children to find out what they can do and uses this to decide what they need to learn next. However, more-detailed information about children's personalities and strengths is not always used effectively to target areas of development. For example, children's strong communication skills are not made the most of when planning how to develop their social skills.

Personal development, behaviour and welfare are good

Children are encouraged to become independent. The childminder carefully presents toys and resources so children can access them easily. They get ideas about what they can add to their play next as they develop their own imaginations. Children are secure and confidently ask the childminder for help. She encourages them to think and teaches them to manage their own risks. For example, she explains what might happen if they try and carry something heavy. The childminder recognises the importance of helping children to learn to share and calmly guides children to think about others. She takes advantage of all opportunities to teach children about different cultures beyond their own community. The childminder uses various opportunities outside to support children's well-being.

Outcomes for children are good

Children make good progress in their learning from their starting points. The childminder recognises when they are exceeding expectations or if there are any concerns. When children attend another setting or move on the childminder shares information that helps children settle. Children enjoy attending the childminder's home and parents are pleased with the standard of care and education children receive.

Setting details

Unique reference number	EY269808
Local authority	Derbyshire
Inspection number	860739
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	21 March 2012
Telephone number	

The childminder was registered in 2003 and lives in Matlock, Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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