

Childminder Report

Inspection date

14 December 2015

Previous inspection date

27 April 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- All children are progressing well given their starting points. The childminder makes regular observations and assessments of children's learning. She identifies children's next steps in learning and provides activities that are challenging and of interest to the children.
- Children are happy and confident in this friendly home. They freely explore the toys and activities on offer to them and initiate their own learning. The childminder gives children plenty of praise and encouragement. Children are confident and self-motivated.
- Children behave very well. The childminder is a good role model who is consistently calm, friendly and polite towards children. She teaches children to share and take turns. Children play cooperatively together and enjoy each others' company.
- The childminder teaches diversity well. She takes children into the community to mix with people. She helps children to learn about their similarities and differences and to respect each others' views and ideas.
- Partnerships with parents is very effective. The childminder has very positive relationships with the parents and shares a good range of information about her childminding service. Parents are fully involved in their children's learning and pass on information about what their children can do at home.

It is not yet outstanding because:

- Occasionally, the childminder asks children a succession of questions without giving sufficient time for them to think and respond with their answers.
- Evaluation procedures are not rigorous enough to help the childminder check on her own performance and ensure her teaching is highly focused.

What the setting needs to do to improve further

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

- give children time to think about and answer questions in their own way and make valuable contributions to conversations
- strengthen the performance management procedures to help ensure teaching is consistently of a very high quality.

Inspection activities

- The inspector talked with the childminder and the children during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account the written views of the parents.
- The inspector sampled children's development records and discussed children's progress with the childminder. She also looked at planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder. She sampled the childminder's policies and procedures, including her safeguarding procedures and self-evaluation documentation.
- The inspector observed the interaction of the childminder with the children as they took part in activities and their chosen play.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

The childminder is well experienced and passionate about her role. Safeguarding arrangements are effective. The childminder has attended safeguarding training. She is confident about what she must do if she has concerns for a child's welfare. She has a high priority to safety and completes regular risk assessments to help her to provide a safe environment. Overall, the childminder is a reflective practitioner. Parents contribute to the childminder's evaluation of her provision through regular opportunities to give feedback. The childminder uses this, and her good knowledge of the needs of the children to develop the service she offers. The childminder has addressed the recommendation set at her last inspection. She now has robust systems to monitor the children's progress and close any gaps in their learning quickly. The childminder works in close partnership with other professionals and shares good practice with other childminders.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder understands that children learn through play. Overall, she gives good emphasis to children's language development and guides their physical, personal, social and emotional development well. Children are enthusiastic in their play and show a readiness to learn. The childminder joins in with their play, guiding and encouraging them effectively. Children enjoy exploring the outdoors, planting and growing vegetables and investigating the natural world. Children show a good understanding in their imaginative play. They use a snow mixture and play with plastic penguins. They pretend to take them for a walk and talk about them being cold in the snow. Children look forward to creating snowmen and demonstrate good control of the tools they use. They count the eyes, hats, scarves and buttons. Children use mathematical language as they fill and empty cups with the snow mixture. Children enjoy stories and sing nursery rhymes as they play.

Personal development, behaviour and welfare are good

Children have fun in the childminder's welcoming home. She provides children with a good range of resources to promote learning. The childminder knows the children well. There are good settling-in sessions, which helps the childminder know the children's routines from home. The childminder helps children to develop a good understanding of how to keep themselves safe. She explains about road safety and about taking care when using the equipment at the park. Children develop a good understanding of healthy lifestyles, such as making healthy choices at snack times and becoming independent in their hygiene skills. Children frequently enjoy outings into their local community. These add variety to their day and help children gain experience in different social situations.

Outcomes for children are good

All children work comfortably within the development range typical for their age. They have a positive attitude to learning and are acquiring key skills for their future learning. They learn to listen, concentrate and dress themselves. Pre-school age children are beginning to make good progress in their early literacy, mathematical and technology skills.

Setting details

Unique reference number	260848
Local authority	Derby, City of
Inspection number	854967
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	27 April 2010
Telephone number	

The childminder was registered in 2010. The childminding provision operates Monday to Friday from 7.30am until 5.30pm, all year round, except for Christmas and bank and family holidays. The childminder receives funding for free early education for two-, three- and four-year-old children.

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