

Childminder Report

Inspection date

16 December 2015

Previous inspection date

12 May 2011

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

- Assessments are accurate and show children's good progress from their starting points. The qualified childminder effectively monitors the educational programme. She checks that she follows up children's next steps in activities and that the educational programme covers all the areas of learning.
- Children thoroughly enjoy their time at the setting. Their independence is promoted well and they are motivated and eager to learn, enhancing their readiness for school.
- The childminder offers consistent and high levels of praise and encouragement to children. This helps them to grow in confidence and has a positive impact on their self-esteem. She sets realistic boundaries and expectations that positively promote children's cooperation and good behaviour.
- The childminder celebrates each child's individuality and respects their backgrounds, cultures and beliefs. She teaches them to be tolerant of each other.
- The childminder works in partnership with parents. They communicate well and share children's progress. Parents are complimentary about the childminder and they are very happy with the care and teaching that she provides.

It is not yet outstanding because:

- Further opportunities to help children use the languages they speak at home, in addition to English, in their play and learning are sometimes missed.
- The childminder's professional development focuses on essential aspects of training, rather than being specifically targeted at broadening her knowledge and developing her teaching skills to the highest level.

What the setting needs to do to improve further

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

- explore additional ways to promote children's learning and understanding of the languages they speak at home, in order to fully support their developing skills in English
- focus professional development more precisely on enhancing teaching and increasing the potential to deliver the highest quality teaching and learning.

Inspection activities

- The inspector toured the areas of the home used by children and spoke with the childminder and children at appropriate times.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector sampled a range of policies and procedures, including safeguarding, and discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector looked at the children's learning and development files and their assessment records.
- The inspector looked at evidence of the childminder's training, including paediatric first aid, and checked the suitability of all members of the household.
- The inspector took account of the written views of parents.

Inspector

Laura Waller

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder recognises the signs and symptoms of possible abuse and knows what action to take should she have a concern about a child's welfare. She implements a comprehensive range of policies, procedures and risk assessments which underpin her practice and help to keep children safe. The childminder is organised and keeps appropriate records of attendance, medication and accident reports to further help safeguard children. She attends all mandatory training, such as paediatric first aid, to update her knowledge. However, there is less focus on widening her knowledge and raising her teaching skills from good to outstanding. The childminder evaluates the effectiveness of her provision, taking into account the views of parents, and plans for continuous improvement. Links with local schools help to ensure that children's learning is complemented and their well-being is promoted.

Quality of teaching, learning and assessment is good

The childminder is a good teacher. She joins in children's play and engages them in conversation to promote their communication, language and thinking skills. She introduces new vocabulary and encourages them to repeat sounds associated with their play. For example, children enthusiastically woof like a dog while playing with an interactive toy. The childminder successfully extends this learning by introducing colour and number. Children listen well and show they understand by following instructions. Children enjoy using their imagination as they engage in pretend play. They share their wishes to prepare food for a well-known fictional pig. The childminder tunes into their interests and enables them to follow their own ideas. She provides children with a blanket after they indicate that they want to put their favourite pig character to bed. Children are regularly observed and assessed. These assessments are shared with parents to enable their children's learning to be complemented at home as well as in the setting.

Personal development, behaviour and welfare are good

The childminder provides a homely, well-resourced environment, where children are happy, settled and secure. She works closely with parents to support children to settle in her setting. She talks to parents and gathers a range of information about their child's development and personal routines and uses this to provide consistency in their care. The childminder is mindful of promoting healthy lifestyles. She supports parents to send nutritious food for their children and ensures they have daily exercise and walks in the local community. She regularly takes children to groups that provide them with opportunities to mix with others, helping to develop their social skills and confidence. Children are helped to learn good hygiene practices. They wash their hands at appropriate times throughout the day.

Outcomes for children are good

The childminder ensures all children make good progress in their learning and development. She is quick to recognise and meet children's additional needs or any gaps in their learning. This good practice helps children develop the knowledge and skills they need in readiness for the move on to school.

Setting details

Unique reference number	EY350855
Local authority	Leicester City
Inspection number	863348
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 14
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	12 May 2011
Telephone number	

The childminder was registered in 2007. She lives in New Parks, Leicestershire. She operates all year round, seven days a week, including bank holidays, from 7am to 6pm, except for family holidays. The childminder provides funded 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

