

# Childminder Report

**Inspection date**

17 March 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 creates a warm and welcoming environment, where children settle well and are relaxed and emotionally secure in her home.
- Children's behaviour is excellent. They have very good manners and appropriately use please and thank you in everyday situations. They help tidy toys away. These social skills prepare them well for the move on to school.
- Children develop early communication and social skills. The childminder holds meaningful conversations with children and introduces them to new words and phrases. This helps them to make good progress in their learning.
- The childminder is skilled in using every opportunity to extend children's learning. She promotes their mathematical skills as she encourages them to count and talk about size.
- Parents feel welcome and appreciate regular exchanges of information about their children's care, learning and development.
- Good relationships are in place with other settings that children attend. This provides children with continuity in their learning and development, as information about their individual care and learning needs is shared.

**It is not yet outstanding because:**

- The childminder is able to identify the strengths and weaknesses of her setting. However, she does not actively seek the views of children and their parents when evaluating her practice and use their ideas to help her improve.

## What the setting needs to do to improve further

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

- seek the views of parents and children to more effectively involve them in the evaluation process and further enhance the good practice.

### Inspection activities

- The inspector observed the quality of teaching during activities in the playrooms and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector checked evidence of the suitability of the childminder and other members of her household.
- The inspector looked at children's records, photographs of children playing and learning and a range of other documentation, including policies and risk assessments.
- The inspector evaluated an activity with the childminder.

### Inspector

Cathryn Wilkinson

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is aware of her responsibilities to protect children from abuse and neglect. Policies and procedures underpin the childminder's good practice to promote children's well-being and safety, both in the home and when on outings. The childminder keeps up to date with current information about childminding practice through reading publications and attending training. Parents comment on the childminder's practice. They say that she is a great communicator and that she encourages good behaviour and kindness.

### Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. The childminder has a wealth of experience and clearly enjoys her role. She provides two well-resourced playrooms with a huge range of resources and activities to enhance children's learning and support their individual interests. The childminder plays alongside children and observes them as they play. Pictorial development records clearly show the progress that children are making and the activities they enjoy. Children use tools to manipulate dough. The childminder talks to them about the shapes they create, and together they count and recognise the features on gingerbread men's faces. This helps children to develop some skills they will need for school. Children are beginning to develop healthy lifestyles. They ride-on toys to enhance their physical development and play imaginatively in the playhouse. They learn about bees as they observe them pollinating the flowers in the garden and know that they should not make them cross.

### Personal development, behaviour and welfare are good

The childminder is a positive role model and effectively supports children to manage their feelings. Children develop a good sense of belonging through the childminder's consistent praise and encouragement. They confidently mix and learn with older children when they all play together. The curriculum is enhanced through many visits to a variety of parks and planned events. They learn first hand about caring for animals and extend their physical skills as they run in the open spaces and play on the man-made beach. Children are encouraged to meet their own care needs and to develop their self-help skills. For example, they wash their hands before and after eating lunch. They learn about healthy eating and say they are building their muscles like superheroes.

### Outcomes for children are good

Children make good progress and are working within the expected levels for their age. They are becoming successful learners and confident individuals. Children speak with secure knowledge about things that interest them, continually improving their communication skills. They demonstrate very good levels of concentration as they play and they successfully solve problems for themselves. Children learn about the diverse world they live in. They celebrate festivals, such as, Chinese New Year, Eid, Easter and Remembrance Day. Overall children develop a good foundation to support their future learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY436769
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	805675
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Leicester. She operates all year round from 7am to 6pm Monday to Saturday, except family holidays.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

