

Childminder Report

Inspection date

28 April 2016

Previous inspection date

20 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 and her assistant work well together to support children's needs. They have clearly established routines to ensure that each child receives the support they need. They give good support to children who are new to help them develop strong relationships with everyone in the setting.
- The childminder and her assistant are very effective in helping children to recognise when their behaviour is and is not appropriate. They give meaningful praise that recognises children's good manners and kindness to others. They are firm, clear and consistent when reminding children that they need to share the toys.
- The quality of teaching is good. Children benefit from good quality interaction during their play. The childminder and her assistant support and extend children's learning effectively. They challenge children appropriately to move forward in their learning.
- The childminder skilfully analyses information about children's progress. She uses this information well to check whether more than one child needs support in a particular area. She then includes this in her planning to ensure that children are moving forward in each area of learning.

It is not yet outstanding because:

- The childminder has not fully considered how she can continue to develop her own knowledge and skills, and those of her assistants, to raise the quality of teaching even higher.
- The information that the childminder shares with parents and carers is not always precise enough. It does not fully inform parents and carers about their child's progress and what they are learning next.

What the setting needs to do to improve further

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

- focus the programme of professional development on improving teaching to a higher level so that children make even more rapid progress in their learning
- refine the information shared with parents and carers so that it is clear what progress children are making and where they need support in their learning.

Inspection activities

- 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 observation with the childminder.
- The inspector discussed the planning of activities with the childminder.
- The inspector checked evidence of the suitability of adults living and working on the premises.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of training.
- The inspector took account of the views of parents and carers from the childminder's latest questionnaire.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants attend training in child protection so that they are secure in their knowledge. The assistants receive an appropriate induction so they are familiar with their role and the procedures. The childminder effectively evaluates her practice to see what needs to be improved, taking into account different aspects of her practice. However, although she identifies how most of the areas for improvement will benefit children's learning, this is not as thorough in terms of staff development. She is keen for both herself and the assistants to attend further training in learning and development, but has not clearly established what training should be prioritised. The childminder regularly shares her observations of children with other settings that children attend.

Quality of teaching, learning and assessment is good

Children benefit from consistently good quality support for their learning and development from both the childminder and her assistant, who make good use of the childcare knowledge gained through their qualifications and additional training to help children move forward in their learning. For example, they ensure that they look at children when speaking, sensitively correct their pronunciation and give clear explanations of instructions. The childminder ensures that she mentions any possible delays in children's learning to parents and carers so that external advice can be sought quickly. She carefully considers her observations of children and what this means in terms of their stage of development. The childminder is able to describe exactly what children can already do and what they are learning next.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time with the childminder. The childminder and her assistant are good role models to the children. They model good manners when speaking to each other. Children benefit from clear messages about how to stay safe, and good use is made of opportunities during play to explain this to them. The childminder helps children to prepare themselves for their move on to school. She focuses on the skills they will need, as well as helping them to feel comfortable about this transition. The environment is well organised. There is a broad range of toys and resources to stimulate children's interest. Children enjoy continual access to the outdoor area and benefit from regular fresh air and exercise. The childminder ensures that she gives children daily opportunities to walk on the school run and to go to the park.

Outcomes for children are good

Children are developing strong social skills with others. This is something that many parents and carers observe and comment on. Children learn to manage their own frustrations and reflect on their behaviour. They have good imagination skills and extend their pretend play by introducing additional toys and resources. Children develop their vocabulary and have good conversational skills. They clearly understand and respond to instructions. Children are working within the expected stages of development and are developing the skills they need for their future learning.

Setting details

Unique reference number	EY294474
Local authority	Derby, City of
Inspection number	1043425
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	20 November 2013
Telephone number	

The childminder was registered in 2004 and lives in Derby. She operates all year round from 6am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3 and employs four assistants.

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