

# Childminder Report

**Inspection date**

17 May 2016

Previous inspection date

3 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children behave well. They are secure in the daily routines, listen and react well to the childminder and receive lots of praise and encouragement. This helps boost their confidence and self-esteem.
- The childminder understands how young children develop and grow. She plans and provides rich, varied and imaginative experiences for children. Children make consistently good progress in their learning and development.
- Children's natural curiosity to learn is nurtured through the childminder's good teaching skills. She plans stimulating activities and uses everyday routines, such as shopping or hanging the washing out, to extend and support children's development.
- The childminder has very strong links with the local pre-school. She works alongside early years professionals who also share the care of children. She ensures that she shares relevant information regularly to consistently support children's learning and welfare.

### It is not yet outstanding because:

- The childminder does not obtain enough information from parents about what their child already knows and can do when they first start, in order to fully inform her assessments of the starting points for children's learning.
- The childminder does not provide enough opportunities for children to fully develop their understanding of diversity within the wider world, or to value and appreciate differences between people.

## What the setting needs to do to improve further

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

- gather more information from parents about what their child already knows and can do, in order to more fully inform the assessment of the starting points for their future learning
- provide more opportunities for children to gain a better understanding of people, families and communities beyond their immediate experience.

### Inspection activities

- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, suitability checks, the self-assessment information, and the observation, assessment and planning records.
- The inspector held discussions with the childminder and spoke with children at appropriate times throughout the inspection.
- The inspector observed an adult-led activity and jointly evaluated this with the childminder.
- The inspector took into account the written views of parents and carers provided on the day.

### Inspector

Carly Polak

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of her role in keeping children safe from harm and the action to take if she is concerned about their welfare. She maintains a safe and secure environment for children to play in and regular fire drills help children understand how to stay safe. The childminder is motivated and committed to ongoing professional development. She understands the importance of training in helping her ensure her knowledge is up to date. She has made significant improvements since her last inspection, and actively sourced support from the local authority in helping her to develop her service. This helps her to reflect on practice and teaching skills, and address any areas of weakness to improve outcomes for children.

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

The childminder is well qualified and experienced. She understands children's development and skilfully guides their learning. Teaching is good. The childminder skilfully uses opportunities to reinforce children's understanding of number. Children count out five marbles each to play a game and start to understand the concept of more and less. She supports their understanding of size and shape, and helps them develop their problem-solving skills as they enjoy jigsaw puzzles together. The childminder responds well to children's ideas and interests, meaning children are constantly motivated and engaged. Observations and assessments are completed regularly and children's progress is accurately tracked. Information is shared with parents and other settings children attend. This helps the childminder to provide activities that complement the learning that takes place elsewhere, and to maintain continuity in children's care and education.

### Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. Their emotional security is initially addressed as part of the good settling-in procedure, which is agreed with parents. Children are valued and welcomed by the childminder. She promotes their good health and physical well-being very well. They enjoy trips to the local park and especially like walking the childminder's dog. They visit local shops and learn about different fruits, vegetables and other food produce. Children start to learn about a healthy diet and they enjoy healthy and nutritious snacks. Children are given plenty of opportunities to be independent and to make choices. They select their own toys, help to tidy up and choose if they want to play inside or outside. They are learning the skills necessary to be ready for school. They show high levels of confidence, as they adapt to being with new people easily, talking to them about their play.

### Outcomes for children are good

Children are learning valuable skills that prepare them for future learning and school. They are excited and enthusiastic early learners who relish the childminder's interactive approach to teaching. They have a positive attitude to learning and are willing to have a go at new activities and to persevere when difficulties arise. Children are developing good literacy and mathematical skills. They are becoming independent and beginning to take care of their own needs.

## Setting details

<b>Unique reference number</b>	225447
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1043670
<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>	0 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 March 2014
<b>Telephone number</b>	

The childminder was registered in 1998 and lives in Anstey, Leicestershire. She operates her provision during term time only, on Tuesday from 7.30am to 6pm and on Monday, Wednesday, Thursday and Friday afternoons from 12.30pm to 6pm. The childminder holds a childcare qualification at level 3.

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