

# Childminder Report

**Inspection date**

22 June 2016

Previous inspection date

20 January 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

- The childminder has made improvements to teaching since the last inspection. She effectively assesses children's learning and establishes what they need to learn next. She carefully tracks children's progress. She implements the progress check for children between the ages of two and three years well. She provides a range of opportunities for children to learn about the natural world.
- The childminder and her assistants positively engage with children. They make good use of children's interests to support and extend their learning. The childminder organises the space effectively to support children's independence.
- The childminder and her assistants are very effective in supporting children's social skills. Many of the parents and carers comment on this aspect of the provision and express how well developed their children are in this area.
- The childminder plans support for children who are new to the setting very well. There is a clear focus on helping children to feel comfortable and secure. The childminder and her assistants provide a good level of reassurance while encouraging children to develop their independence.
- The childminder undertakes appropriate checks on her assistants to establish their suitability to work with children.

### It is not yet outstanding because:

- The childminder does not always give parents the encouragement they need to share information about their children's learning at home, in order to fully inform her assessments of their progress.
- The childminder is not rigorous enough in the evaluation of teaching to drive improvements that secure the highest level of achievement for children.

## What the setting needs to do to improve further

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

- strengthen the partnership with parents and carers and further encourage them to share what they know about their children's achievements
- enhance the evaluation of the impact of practice; use the information gained to develop the quality of teaching further to support improvements to children's achievements to the highest levels.

### 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 written feedback from parents and carers.

### Inspector

Justine Ellaway

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants have a good understanding of safeguarding issues. They are familiar with appropriate reporting procedures if there are any concerns about children. They are well deployed to ensure that children are supervised to ensure their safety. The childminder has a strong understanding of how to work with other professionals to meet children's needs. There are good quality evaluations of the procedures to identify relevant areas for improvement that will build on the good practice. The childminder engages well with external advice and acts on suggestions to develop her provision. Parents and carers receive useful information about the practice within the setting when their children first start.

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

The childminder plans and provides a broad range of activities across the seven areas of learning. This includes frequent and varied outings, and parents and carers express how much their children enjoy these. The childminder and her assistants know the children well, which enables them to support their learning at their individual stage of development. As children enjoy playing with play dough, they note something unusual about the texture. The childminder encourages children to think about why this might be so. Children then start to talk about birthdays. The childminder supports their mathematics as they make the correct number of candles for their age. They discuss whose birthday is next and try to sequence the birthdays in order. Staff make it possible and enjoyable for younger children to join in the activity. They explore the play dough and experiment with making marks in it. The childminder and her assistants provide effective support for children to develop the skills they need for their future learning.

### Personal development, behaviour and welfare are good

The childminder and her assistants are very friendly and positive with the children. There is a family-friendly atmosphere which supports children's emotional well-being. Children receive appropriate support according to their needs throughout the day. The childminder and her assistants effectively support children to respect others. They skilfully minimise any minor upsets and encourage children to try to resolve their own disagreements. Children experience a range of activities and support that promotes their understanding of how to stay safe. For example, the childminder explains why she needs to check the garden before children go outside. The childminder and her assistants talk about why they are measuring the number of steps they are walking each day. They talk about which foods are healthy and the effects of exercise on the body. This contributes to supporting children's understanding of a healthy lifestyle.

### Outcomes for children are good

All children develop high levels of independence and confidence. They are comfortable to move around the environment independently and play by themselves or in self-chosen groups. They regularly select additional toys and resources to initiate a new game or extend their own play. Children show enthusiasm for activities. They form strong friendships with each other. Children make good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY459277
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1043435
<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 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 January 2014
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Repton, Derbyshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder regularly works with two assistants. The childminder provides funded early education for three- and four-year-olds.

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