

# Childminder Report

**Inspection date**

24 June 2016

Previous inspection date

24 June 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 taken steps to improve her provision since the last inspection. An action linked to teaching was raised and this has been addressed well. The childminder promotes individual children's learning effectively while she supports their play.
- The childminder continues to review her provision in order to improve. She keeps her early years knowledge up to date by obtaining information online and by sharing information between herself and other childminders.
- Observation and assessment are used reliably to plan challenging activities that promote children's progress in their learning. Partnerships with parents are effective with regard to exchanging information to inform planning for their child's future learning.
- Children are happy and settled in the childminder's care. Relationships are very good.
- Children make good progress in their communication and language development. The childminder provides good support as young children progress from saying single words to forming simple sentences.

### It is not yet outstanding because:

- The childminder does not fully consider ways of raising children's awareness of differences between people. She provides some toys that reflect diversity, but does not fully promote children's understanding of families and traditions beyond their own experiences.
- The childminder is not wholly successful in sharing information about individual children with other settings they attend to fully promote continuity of learning through such partnerships.

## What the setting needs to do to improve further

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

- extend opportunities for children to gain a greater awareness of similarities and differences in society and an understanding of different people in the wider world
- strengthen the partnerships with other settings that children attend, exchanging information and developing a common approach to fully promote continuity of learning.

### Inspection activities

- The inspector observed activities as children played in the indoor and outdoor play areas.
- The inspector observed activities and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and evidence of the suitability of all adults.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder identifies and successfully minimises potential risks in her home and garden. Children are continually supervised. The childminder is aware of her responsibilities to protect children from abuse and neglect, and the local authority procedures to follow if she is concerned about a child. Necessary suitability checks for all adults have been completed. The childminder reviews her provision in order to identify areas for improvement. She seeks support and advice from representatives of the local authority and keeps up to date with early years initiatives through her membership of an association for childminders. The partnership with parents is strong. Parents share very positive views about the childminding provision. They say that communication is good and working together to promote children's care and learning is effective. Parents value the caring and homely environment created by the childminder.

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

Children make good progress. The childminder uses her observations and assessment, and information from parents to ensure that children are challenged effectively to reach the next stage in their development. The childminder interprets the wants and needs of babies well when they communicate through gestures and babbling. She offers good support as they begin to develop speaking skills. Young children are challenged effectively to progress from grasping objects with their whole hand to picking up objects between their thumb and two fingers. Children explore and investigate in a variety of ways. For example, they notice the change in texture as they mix water and dry oats. Young children enjoy playing games devised by the childminder that involve matching colours.

### Personal development, behaviour and welfare are good

Children make good progress in their personal, social and emotional development. Their emotional security is initially addressed with a settling-in procedure that is agreed with parents according to their child's needs. The bond between the childminder and the children is strong. The childminder explains positive strategies for managing children's behaviour. For example, her behaviour policy identifies a positive 'let's do this' approach rather than the negative emphasis on 'don't do that'. Children's self-confidence is boosted as she praises their efforts and achievements. Children develop an understanding of dangers and how to keep themselves safe, such as how to cross the road safely. Their good health is promoted well. They are physically active every day and the childminder provides healthy food, prompting discussions about the benefits of a healthy lifestyle.

### Outcomes for children are good

Children are challenged effectively to reach the next stage in their learning. They develop good skills in readiness for the move on to pre-school and school. Young children's vocabulary is developing well. For example, they readily repeat new words suggested to them during sensory exploration, such as squidgy. Children develop independence. For example, toy boxes are clearly labelled with words and pictures and stored so that children can choose and select for themselves. The choice of resources is good. Young children are supported effectively to count their toys while they play.

## Setting details

<b>Unique reference number</b>	EY449512
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1043983
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 June 2014
<b>Telephone number</b>	

The childminder was registered in 2012. She lives in Leicester. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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