

# Childminder Report

**Inspection date**

13 July 2016

Previous inspection date

26 June 2015

<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 and her assistants interact in positive ways with the children to promote learning. They know the children well and provide activities that are of interest to them. Children form positive attachments with the childminder. They are settled and demonstrate that they feel safe and secure in their surroundings.
- The childminder creates a friendly and welcoming home. Children are developing their independence and confidence. They move around the rooms and happily explore the toys and activities provided.
- Children are progressing well. The childminder checks on children's achievements successfully. She identifies children's next steps in their development and uses guidance to track and plan for their individual learning effectively.
- The childminder provides children with opportunities that help develop their social skills and actively promote an understanding of diversity. Children's behaviour is good. They are learning to share, take turns and play harmoniously together. Older children are polite and considerate and learn to respect each other's views.
- Partnerships with parents, the local authority and outside agencies are well established. The childminder keeps parents well informed about children's development. She encourages parents to share information about their children's development at home.

### It is not yet outstanding because:

- The childminder does not consistently extend older children's vocabulary and speaking skills.
- Occasionally, during adult-led planned activities, the childminder does not consistently follow children's lead. She tries to move children on to new things, stopping them developing their own learning experiences and ideas.

## What the setting needs to do to improve further

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

- provide more opportunities for older children to extend their vocabulary and learn new words, helping them develop their speaking skills
- make the most of planned activities and extend children's opportunities to express their own ideas and enhance their learning even more.

### Inspection activities

- The inspector observed children involved in activities. She also observed the childminder's and her assistants' interaction with the children.
- The inspector spoke with the children, the assistants and the childminder at convenient times.
- The inspector looked at children's learning records, assessments and planning documentation.
- The inspector sampled documentation, including policies and procedures. She also looked at the evidence of the childminder's and assistants' qualifications and suitability, as well as her self-evaluation documents.
- The inspector carried out a joint observation with the childminder.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to making improvements to her provision. She has addressed all of the actions and recommendations from her previous inspection. She reflects critically and has identified the strengths and weaknesses of the provision. She monitors her assistants' teaching effectively. She watches as they interact with the children and gives them feedback to help improve their practice. She ensures they are effectively deployed during the day and involves them in helping improve the outcomes for children. Safeguarding is effective. The childminder and her assistants demonstrate a confident understanding of who to contact if they have a concern about a child. The childminder keeps her knowledge of safeguarding up to date. This means she has an understanding of the most recent information on how to protect children from harm.

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

Overall, teaching is good. The childminder has a good understanding of how to promote children's learning through play. She provides a wide range of exciting activities that enthralls and motivates children. On the whole, she promotes children's communication and language skills effectively. The childminder teaches children mathematics in many ways. For example, she encourages children to count and compare sizes as they play with the cars. She provides a selection of opportunities that helps children use their fingers and thumbs. For example, children make caterpillars out of play dough. The childminder encourages the children to roll and pat the dough and to use a selection of tools. Younger children enjoy this activity. They squeeze the dough and hold it in their hands. Children have good opportunities to use books independently and enjoy listening to stories.

### Personal development, behaviour and welfare are good

The childminder gathers important information about children prior to them starting at the provision. She spends time settling children in and works closely with parents to share information about individual children's routines. Sensitive care and attention are given by the childminder and the assistants to children's individual care routines, sleep patterns and parents' preferences. Children choose from a wide range of interesting toys and resources. They make independent decisions and learn to take responsibility for their actions. The childminder provides opportunities to be out in the fresh air on walks or at the local park. This helps children to be active and strengthens their understanding about keeping healthy. The childminder encourages children to follow hygiene routines well. She talks to children about the importance of handwashing before meals and after playing outside to remove the germs.

### Outcomes for children are good

All children make good progress relative to their starting points, including funded children. Children confidently make their own choices and learn to manage everyday tasks for themselves. They demonstrate that they are developing the skills and attributes they need to be ready for the next stage in their learning. For example, they can feed themselves, identify their own water bottle and help tidy toys away from the floor. Older children are developing good literacy and mathematical skills.

## Setting details

<b>Unique reference number</b>	EY335491
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1051111
<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>	18
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 June 2015
<b>Telephone number</b>	

The childminder was registered in 2006 and works with two assistants daily. She lives in Ripley, Derbyshire. The childminding provision operates all year round from 6am until 6pm, Monday to Friday, except for Christmas, bank holidays and family holidays. The childminder holds an early years qualification at level 3. She receives funding for free early education for two- and three-year-old children.

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