

# Childminder Report

**Inspection date**

22 July 2016

Previous inspection date

30 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 has taken steps to improve her provision since the last inspection. Issues raised that link to partnerships with parents have been addressed well. She keeps her early years knowledge up to date, for example, 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 are self-assured. They talk about their interests and confidently make decisions about their play activities.
- Children make good progress in their mathematical development. They spontaneously count and make comparisons between sizes and quantities while they play.
- Records, policies and procedures required for the safe and efficient management of the provision and to ensure that children's needs are met, are well maintained and implemented.

### It is not yet outstanding because:

- The childminder does not fully consider different ways to support children in extending their skills in holding and using tools, such as pens and pencils, as they begin to develop writing skills.
- The childminder misses some openings to aid children with the pronunciation of some sounds.

## What the setting needs to do to improve further

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

- explore ways of assisting children to extend their skills in holding and using implements, such as pens and pencils, as they develop early writing skills
- extend methods for supporting children with the pronunciation of some sounds.

### Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed activities and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of 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 written views of parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of her responsibilities to protect children from abuse and neglect, and the local procedures to follow if she is concerned about a child. Necessary suitability checks for all adults who live in the household have been completed. The childminder identifies and successfully minimises potential risks in her home and garden. She ensures that children are continually supervised. The childminder seeks support from representatives of the local authority as part of her procedures for reviewing and improving her provision. She keeps up to date with early years initiatives. Partnerships with parents are strong. The childminder obtains written feedback from parents about her provision at three monthly intervals when their child's learning journal is shared with them. Parents comment positively on the range of activities, children's progress and opportunities for children to interact with others.

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

Children make good progress. The childminder uses her observations and assessments, and information from parents, to ensure that children are challenged effectively to reach the next stage in their development. The childminder provides resources that link to children's interests and inspire their imagination. Children choose to play with toy dinosaurs in a tray filled with sand. They know that if they dip their hands into water they can mould the sand more easily. They distinguish between the small and the big toys and decide to bury the small ones in the sand. Children help the childminder to make a smooth surface on the sand and then mimic her and gently use a roller that creates dinosaur footprints. Children talk about how many feet the toys have and they know that the ones with four feet stand up easier than ones with two feet. They identify different toys by colour.

### Personal development, behaviour and welfare are good

Children make good progress in their personal, social and emotional development. The bond between the childminder and the children is strong. The childminder explains positive strategies for managing children's behaviour. For example, children are praised for being helpful, kind and for sharing. 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 eat healthy food and are physically active. Children develop skills while using challenging play equipment at parks and soft-play areas.

### 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. Children enjoy chatting with the childminder and they express their views confidently. They develop independence. For example, toy boxes are clearly labelled with words and pictures and stored so that children can choose and select for themselves. They manage their self-care needs. Children are able to count objects to 10 and select the correct numeral to represent one to five. They are learning that information can be gained from books.

## Setting details

<b>Unique reference number</b>	225855
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1051116
<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>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 June 2015
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Hinckley, Leicestershire. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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