

# Childminder Report

## Inspection date

22 July 2016

Previous inspection date

6 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 carefully reviews her provision to drive continuous improvement. She regularly reflects on her practice and makes changes to develop and improve the service she provides. She has successfully addressed actions and recommendations made at the last inspection.
- The childminder provides a friendly and well-organised home environment for children. The play spaces are used effectively to help provide children with the freedom to explore and select the resources they would like to use.
- Children are well settled in the childminder's care. The childminder is sensitive to their individual needs and meets these well. Children have established positive relationships with the childminder. She is very sensitive and has a nurturing approach.
- Children make good progress. The childminder checks on children's progress effectively to help her identify any gaps in their learning. She uses the information she gathers from her observations and assessments effectively to help support children's next stage in learning.
- The childminder has established positive partnerships with parents and other professionals. She works with them closely to share detailed information about children's care and routines.

### It is not yet outstanding because:

- The childminder does not consistently give younger children enough opportunities to explore their own ideas while involved in creative activities.
- The childminder does not make the most of opportunities to help children learn about each other's backgrounds and diversity.

## What the setting needs to do to improve further

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

- give younger children more opportunities to consider their thoughts and express their ideas fully, to help develop their creativity to a greater extent
- help children learn more about different people's lives and traditions to help extend their understanding of and respect for diversity.

### Inspection activities

- The inspector held discussions with the childminder and spoke to children at various times during the inspection.
- The inspector observed the childminder and the children while they took part in activities and play, both inside and outdoors.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled children's development records and discussed children's progress with the childminder.
- The inspector sampled documentation, including the childminder's self-evaluation form, policies and procedures. She checked evidence of the childminder's suitability to work with children and her qualifications.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is very committed to providing a high-quality service for children. Safeguarding is effective. The childminder is very clear on what to do if she is concerned for children's safety and keeps herself up to date with local child protection procedures. She minimises potential risks in the environment and checks her home and garden to ensure that children can play safely. The childminder builds on her professional development to help meet the specific needs of children she cares for. For example, she has developed her knowledge of the different ways in which children communicate, so that she can help develop children's good communication and language skills.

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

The childminder is very passionate about her role. She is well qualified and has a secure knowledge of how to promote children's learning effectively. She provides a broad range of exciting and stimulating opportunities that motivates and ignites children's learning. Overall, teaching is good. The childminder interacts with children well to encourage and guide their learning through their chosen play. The childminder teaches the children how to use tools and their small-muscle movements effectively. For example, she demonstrates to older children how to use scissors and younger children how to pour the water as they fill containers. The childminder helps older children to recognise the numbers on dice and to count as they play board games independently. Children use their imagination well. They pretend to drive trucks and the childminder builds on this play and asks the children if the truck needs petrol.

### Personal development, behaviour and welfare are good

The childminder knows children very well. She helps children to develop their confidence and self-esteem to help them flourish. The childminder manages children's behaviour effectively. She is a good role model and ensures children know what is expected of them. Children play harmoniously together. The older children help the younger ones and show respect for their ideas. They share, take turns and use good manners. The childminder promotes a healthy lifestyle. She encourages children to eat healthy foods and provides daily opportunities for children to play outside and exercise. In addition, she teaches children to adopt hygienic practices in their daily routines. Children participate in a range of experiences to help develop their social skills, ready for their move to school. They go to different groups, mix with other children and build friendships.

### Outcomes for children are good

All children are progressing well given their starting points. They are well motivated and have a very positive attitude to learning. They are confident and demonstrate independence as they move around the home at ease, choosing what they play with. Children are gaining key skills in readiness for school. They listen, concentrate and are willing to try new things. Older children are developing good literacy skills as they talk about the books they are looking at and write their name accurately.

## Setting details

<b>Unique reference number</b>	EY463403
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1043498
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 December 2013
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Belper, Derbyshire. She cares for children all year round from 6am to 6pm, Monday to Friday, except for Christmas, bank and family holidays. The childminder holds an early years qualification at level 3. The childminder receives funding for free early education for two-, three- and four-year-old children.

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