

# Childminder Report

**Inspection date**

27 July 2016

Previous inspection date

22 April 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 quality of teaching is very good. The childminder understands how children develop and progress. She accurately assesses their achievements and plans activities, effectively promoting children's individual next steps in learning.
- All children make good progress from their starting points. Older children are clear and confident talkers. Toddlers listen carefully to the childminder and their friends. The childminder promotes children's communication, physical and social skills very well.
- The childminder plays, interacts and talks with children in a delightful manner. Children are keen learners. They explore and are motivated by the broad range of activities.
- Well established and effective relationships with parents help to promote children's learning, both in the childminder's care and at home.
- The childminder is a very good role model. Children behave remarkably well and know what is expected of them.
- Older children are extremely polite and considerate towards their friends. They show a mature sensitivity to the needs and feelings of younger children and adults.
- The well-qualified childminder is committed to improving her childcare knowledge. She reflects on her practice well. She seeks the views of parents and makes any required changes. She has successfully addressed the actions given at her last inspection.

### It is not yet outstanding because:

- The childminder does not fully consider the different ways in which children like to learn when she is planning activities, so that they are highly engaged and, therefore, have the best possible chance to achieve at the highest level.

## What the setting needs to do to improve further

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

- focus more precisely on the different ways in which children like to learn to increase the potential for them to achieve at their highest possible level.

### Inspection activities

- The inspector viewed all areas of the childminder's home used by the children and observed the activities in which they took part.
- The inspector observed the quality of teaching and assessed the impact this has on the children's learning and development.
- The inspector observed and evaluated an activity with the childminder.
- The inspector looked at the assessments of the children's progress and the planning documentation.
- The inspector spoke with the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of adults living on the premises. She looked at a sample of the childminder's policies and procedures and discussed the childminder's plans for improvement.
- The inspector took account of views of the parents spoken to on the day of inspection.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is very well organised and effectively implements a range of policies and procedures that helps children to feel safe and secure. Safeguarding is effective. The childminder has a secure understanding of child protection issues and knows what to do if she has a concern about a child's welfare. The childminder attends monthly network meetings. This, as well as completing online training courses, helps her to continually improve her childcare knowledge and keep up to date with changes in legislation. The childminder has high expectations of what children can achieve based on accurate assessments of their knowledge and skills when they join her setting.

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

The childminder matches the children's interests to their next steps in learning well. She gives them the time and space, both indoors and outside, to initiate and conclude their own play. The childminder listens to children well and perceptively intervenes to stimulate and extend their learning. For example, when a child flaps a piece of paper to cool themselves, the childminder suggests making a fan. Children eagerly accept this idea and closely follow the childminder's instructions of how to crease and fold the card. Children accurately count the number of folds and compare the different sizes of their fans. They identify which is the biggest and the longest. Children demonstrate good thinking skills as they suggest ways of how to fasten their fan at one end. The childminder promotes children's understanding of time and technology. For example, she helps them to read the weather application on her phone and anticipate what time of the day it will stop raining.

### Personal development, behaviour and welfare are good

Children are given a warm welcome and quickly settle into the childminder's care. The childminder seeks their ideas for daily activities, outings and what they would like to eat for lunch. Furthermore, activities that teach children about the different cultures of other children attending the setting, for example, those who speak English as an additional language, are successfully incorporated into the childminder's planning. This helps children develop a strong sense of belonging. Children manage their personal needs well. They are confident to ask for help and enjoy the responsibility of doing small tasks, such as setting the table and drying the outdoor play equipment.

### Outcomes for children are good

Older children select the correct numeral to represent a number of objects. Children search for insects that match the pictures displayed. These pictures contain questions, such as, 'How many legs do they have?' and, 'Does it have wings?' This contributes to children's understanding of words and letters, which helps to develop their early reading skills. The childminder appropriately shares information about their achievements with other settings children attend. This further promotes children's emotional well-being and development in both settings. As a result, children are well prepared for their next stages in learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY392070  |
| <b>Local authority</b>             | Leicester City  |
| <b>Inspection number</b>           | 1050948   |
| <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>  | 9   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 22 April 2015   |
| <b>Telephone number</b>            |   |

The childminder was registered in 2009 and lives in Leicester. She operates all year round from 6.30am to 5pm, Monday to Friday and some Saturdays, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 3. The childminder supports children who speak English as an additional language.

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