

# Childminder Report

**Inspection date**

4 August 2016

Previous inspection date

13 May 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 improved her partnership working with other settings that children attend. She regularly shares what she knows about children and ensures she finds out what children are learning at the other setting. She has useful discussions about the skills children need in preparation for school and how they will be supported.
- The childminder is now consistently and effectively promoting children's good health and hygiene. She ensures children wash their hands at appropriate times. The childminder provides healthy meals and snacks and encourages children to drink plenty of water. She effectively minimises the risk of cross-infection and provides daily opportunities for children to enjoy physical activities.
- The childminder provides well planned adult-led activities. She clearly identifies what children will learn from the activities and how she can support this. The childminder makes good use of resources to support children's learning. She carefully reinforces children's learning until they have confidently achieved each new skill.
- The childminder provides a well organised and safe environment. She carries out a thorough risk assessment of the play equipment in the garden and makes sure that children do not use this until they are able to do so confidently and competently. The childminder organises the playroom so that children can access all of the toys and resources during their play.

### It is not yet outstanding because:

- The childminder does not gather sufficiently detailed information from parents and carers about what their children can do, when they first start and on an ongoing basis.
- The childminder does not always identify how her areas for improvement will make a difference to children's achievements.

## What the setting needs to do to improve further

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

- strengthen the partnership with parents and carers to gather more information about children's stage of development when they first start, and on an ongoing basis, in order to fully inform assessment of children's learning
- enhance action planning so that it is clear how areas for improvement will benefit children's learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the suitability of adults living on the premises.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of training.
- The inspector took account of written feedback from parents and carers.

### Inspector

Justine Ellaway

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her responsibilities in protecting children from harm. She ensures she keeps up to date with any changes to procedures. The childminder thoroughly considers the risks of each outing and whether the venue is appropriate for the age of the children. She is continually evaluating her own practice. This includes constantly reviewing the range of resources and updating these according to the needs and interests of the children. The childminder makes good use of her attendance at other childcare settings to gather ideas to improve her own practice. She makes good use of her planning system to ensure there is a broad variety of activities for children. The childminder regularly checks that children are making progress in their learning.

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

The childminder is very effective in observing and assessing children's learning. She uses the information well to plan what they need to learn next and regularly discusses this with parents and carers so that they can support children's learning at home. The childminder provides good quality interaction during children's self-chosen play and adult-led activities. She is skilful in stepping back from an activity and letting children lead their own play. For example, she helps children to set up the toy farm, explaining how they join the pieces by matching the colours and pattern. She then leaves them to set up and play with the people, animals and vehicles. This helps children to develop their independence, their friendships with others and their imagination. Children engage with the activity very well. They develop a storyline and take on the role of different characters.

### Personal development, behaviour and welfare are good

Children develop close relationships with the childminder and her family. The childminder effectively helps children to feel comfortable when they are new to the setting. She is very effective in helping children to understand the rules and routines and to share and take turns. She is also very effective in encouraging children to be polite, kind and considerate of others. As children get older, the childminder gives them time to resolve their own conflicts so that they learn how to negotiate and solve problems. She helps children to understand about their own safety. For example, children practise the fire drill on a regular basis. The childminder clearly explains if something may cause a potential hazard to others.

### Outcomes for children are good

Children behave very well. They have very good cooperation skills and positively encourage each other. As they tidy away the toys together, they praise each other's efforts. Children are very polite, for example, when asking others if they want to join them in a game. They also respect other's choices and are very accepting if children do not want to join them at that time. Children have high levels of motivation and a commitment to succeed in tasks.

## Setting details

<b>Unique reference number</b>	EY451228
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1043879
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 May 2014
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Derby. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

