

# Childminder Report

**Inspection date**

31 October 2016

Previous inspection date

2 November 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 made positive relationships with parents. She shares information with them about their child's day and development. Parents are warmly welcomed into the childminder's home and are positive about her practice.
- The childminder fosters children's personal, social and emotional development effectively. She gives clear and consistent guidance to younger children to help them learn about acceptable behaviour. She plays alongside children, encouraging them to share and play together.
- The childminder creates a warm and homely environment. She is kind and nurturing and children have formed strong attachments to her. Children feel safe and secure with her.
- Children enjoy learning about the world around them while being out in the community. They learn about diversity and nature and they have lots of opportunities for fresh air and exercise.
- The childminder is very experienced. She uses this experience well to achieve positive outcomes for children. She has a good understanding of how to support children's learning. Children are motivated to learn and make good progress.

### It is not yet outstanding because:

- The childminder does not obtain information from parents about what their children already know and can do when they first start, to help inform her initial assessments of children's levels of achievement.
- Although the childminder consistently maintains good standards, she does not use her evaluation process well enough to identify how she can raise the quality of her provision to an exceptional level.

## What the setting needs to do to improve further

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

- involve parents more significantly in the processes for establishing what children already know and can do when they first start, to help inform the assessments of the starting points for children's learning
- focus self-evaluation more sharply on identifying ways of raising the overall quality of the provision to an outstanding level.

### Inspection activities

- The inspector observed activities and routines and viewed the areas of the house used for childminding.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of all household members and of the childminder's qualifications. She also discussed the childminder's self-evaluation procedures and future targets.
- The inspector took account of the views of parents and carers from information included in the childminder's own parent survey and in thank you cards left by parents.

### Inspector

Carly Polak

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has made some significant improvements since her last inspection. For example, she has completed training on supporting children's communication. This has helped her to improve her teaching and to achieve better outcomes in children's communication and language development. The childminder has good links with other childminders. She shares ideas and good practice with them to help maintain standards. The arrangements for safeguarding are effective. The childminder is knowledgeable about procedures to follow should she be concerned about a child's welfare. She has clear policies and procedures in place that she implements well to maintain children's health and safety. She uses risk assessments effectively to identify and minimise any hazards around the home and garden.

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

The childminder has good teaching skills. She observes children as they play and makes accurate assessments of their abilities. This enables her to provide them with the individualised teaching and support they need. The childminder keeps parents well informed about their children's progress and offers them suggestions about how they can support their child's learning at home. Children are developing their communication and language skills well. The childminder interacts effectively with them, engaging them in conversations, providing a narrative during play and responding to their babble. She uses children's fascination with buttons and simple mechanisms to help build further on their understanding of the world and their motivation for learning.

### Personal development, behaviour and welfare are good

The childminder uses her experience knowledgeably to help children build secure relationships with her from the start. Parents trust the childminder and children feel comfortable in her care and are confident to explore the environment. Younger children seek out the childminder for comfort and reassurance. She meets their individual needs well. The childminder is perceptive of children's ongoing needs. She knows children well and quickly recognises when they are teething, tired or hungry. The childminder takes children to toddler groups and local amenities. She uses these opportunities to help children learn how to mix with others and make friends. The childminder acts as a good role model, demonstrating tolerance, mutual respect and positive attitudes towards others.

### Outcomes for children are good

Children are working within the range of development that is typical for their age. They consistently make good progress from their starting points. They demonstrate good physical skills. For example, babies crawl around freely and confidently. Their growing independence is promoted well. The childminder provides encouragement and praises the children when they do things for themselves. Younger children show great perseverance and problem-solving skills as they try to fit three-dimensional shapes through matching holes. Children are actively gaining skills to help prepare them for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	225190
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1058044
<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 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 November 2015
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Loughborough, Leicestershire. She operates her provision all year round from 8am to 5.30pm on Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays.

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