

# Childminder Report

<b>Inspection date</b>	4 November 2016
Previous inspection date	20 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 an exceptionally kind and warm manner with children. Children settle really well and very quickly form a strong bond with her.
- The childminder has a very effective system in place to check on children's learning. She continually observes children to see what they can do. She reviews children's learning on a regular basis to carefully monitor the progress they make and to identify where they may need extra support.
- The childminder is very attentive to children's needs. She pays careful attention to when children are tired or hungry to ensure they are comfortable and to promote their well-being.
- The childminder is very skilful in helping children to think about the feelings of others. She helps older children to recognise the needs of younger children. When reading stories she talks about how the characters might be feeling and why. She encourages children to reflect on their views and to think about the impact of their comments.
- The childminder places a very strong focus on children's physical development. She offers frequent opportunities for children to enjoy outdoor play in the garden and on varied and interesting outings. She successfully helps children to develop their core strength and physical stamina.

### It is not yet outstanding because:

- On occasion, the childminder does not always reinforce what she is helping children to learn to ensure that they build on what they already know and can do.
- The childminder does not always encourage parents and carers to share examples of children's learning at home, to help inform her assessment of children's development.

## What the setting needs to do to improve further

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

- enhance teaching so that activities are always highly challenging and help children to make rapid progress towards the early learning goals.
- strengthen the partnership with parents and carers and encourage and support them to share regular information about their children's learning at home.

### 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 discussed the planning of activities 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 regularly refreshes her knowledge of child protection issues. As a result, she has a confident understanding of possible indicators of abuse and neglect. She takes appropriate steps to minimise risks and hazards within the premises and garden to ensure children's safety. The childminder makes good use of the progress check for children aged between two and three years to highlight any concerns about children's learning to external professionals. The childminder gathers and values ideas and suggestions from others. For example, she has gathered ideas for additional activities from her local authority improvement officer, which she has used to support children's learning. The childminder gathers feedback from parents, carers and children. Recent feedback is extremely positive. Parents and carers mention how much they trust the childminder and how comfortable they feel leaving their children in her care. Older children thoroughly enjoy the regular outings she offers.

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

The childminder demonstrates a good understanding of how to promote children's learning and development. When children start, she gathers information about what they can already do to inform her initial assessments. She delivers well-planned activities to help children to progress in their learning. For example, the childminder has arranged the water wall so that children have to think about where the water will travel. The childminder encourages them to predict this and then test it out. As children engage in pretend play the childminder encourages them to extend their imagination by using different resources to create props. The childminder makes very good use of younger children's nap times to spend quality one-to-one time with older children. For example, they enjoy a story. The childminder helps children to develop skills, such as concentration, and asks questions to establish their understanding of what is happening. The childminder regularly provides information about children's progress and what they are learning next for their parents and carers.

### Personal development, behaviour and welfare are good

The childminder organises the environment effectively to promote children's safety, enjoyment and independence. She is very effective in helping children to develop an understanding of safety. For example, she explains why they have to keep certain toys out of reach of younger children. Children remember what she has said and as younger children enter the playroom they tidy the toys away without prompt. Children learn how to manage their own good health and hygiene. The childminder teaches them to catch their sneeze, wash their hands and use tissues independently.

### Outcomes for children are good

Children make good progress in their learning and develop the essential skills to prepare them for their next stage in learning. They develop positive relationships with others. They have high levels of independence and confidence in different situations. Children have strong exploratory and investigative skills, as well as good communication skills.

## Setting details

<b>Unique reference number</b>	EY460010
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1066752
<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>	0 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 December 2013
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Langley Mill. She operates all year round from 9am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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