

# Childminder Report

**Inspection date**

8 November 2016

Previous inspection date

16 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 uses her observations and assessments of children's learning to plan activities that challenge them successfully. She promotes learning effectively while she supports children's play.
- The childminder evaluates her practice and has improved her provision since the last inspection. She keeps her knowledge about early years issues up to date.
- The partnerships with parents are strong. Information is continually shared, in order to meet children's care needs and ensure they make best progress.
- Children's emotional security is given a high priority. They are settled and happy in the childminder's care.
- The childminder uses her good teaching ability to successfully promote young children's emerging speaking skills.
- Children make good progress in their physical development. The childminder provides a variety of resources so that young children can practise their good manipulative skills in different ways.
- The childminder supports young children's mathematical development effectively as they begin to count and compare sizes while they play.

**It is not yet outstanding because:**

- The childminder does not fully consider ways of raising children's awareness of similarities and differences between themselves and others. Their learning with regard to different traditions, families and communities beyond their own experience is not fully promoted.

## What the setting needs to do to improve further

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

- extend opportunities for children to gain a greater awareness of similarities and differences in society and an understanding of different people in the wider world.

### Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed activities and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualification and training. She checked evidence of the suitability of all adults.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures, and a range of other documents.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures that children are continually supervised and she identifies and successfully minimises potential risks in her home and garden. The childminder is aware of her responsibilities to protect children from abuse and neglect, and the local procedures to follow if she is concerned about a child. She keeps her child protection and first-aid knowledge up to date. The childminder's procedures for self-evaluation take account of parents' views. She uses information obtained through her membership of an association for childminders to improve her practice. This includes reports on current early years issues and online training. Parents are very happy with the provision. They comment positively about the online learning journal and say that, 'Their children are learning through play and the different activities that the childminder provides'.

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

The childminder uses what she knows about children to ensure that they are challenged effectively to reach the next steps in their learning. The childminder interprets the wants and needs of very young children successfully as they communicate with her through gestures and expression. She acknowledges the words that they say and supports them well in developing their vocabulary. Children happily explore and investigate. Young children enjoy exploring different pulses, coloured rice and glitter. The childminder has put these into a large tray on the floor so that all children can access them easily. Children use good skills as they scoop the resources from the tray into containers. The childminder encourages them to identify big and small beakers and bowls. She challenges them to pick up the smaller pulses between their first finger and thumb. Children are encouraged to notice the marks they can make with the tips of their fingers in the rice and glitter.

### Personal development, behaviour and welfare are good

The childminder creates a warm and welcoming play environment for children. The relationships between the childminder and the children are very good. Young children are learning to share and take turns. The childminder boosts children's confidence as she praises positive behaviour, and their efforts and achievements. Children's good health is supported well. The childminder provides healthy meals and snacks, and children are physically active. She supports them in learning the benefits and effects of exercise. The childminder provides a variety of physical play equipment that challenges children effectively at different stages of development. They gain skills while using equipment at the park. Children develop an understanding of dangers and how to keep themselves safe. For example, they learn road safety and how to walk safely on pavements.

### Outcomes for children are good

Children develop good skills in readiness for the move on to pre-school and school. They are prepared well emotionally for moving on, for example, as they interact with other adults and children at groups. Young children use their emerging language skills to communicate with the childminder and their peers while they play. They learn to manage their self-care needs and they independently choose play activities.

## Setting details

<b>Unique reference number</b>	226534
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1043580
<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 - 13
<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>	16 October 2013
<b>Telephone number</b>	

The childminder was registered in 2000. She lives in Leicester. The childminder holds an early years qualification at level 6. She operates all year round, except for bank holidays and family holidays from 7.30am to 6pm, Monday to Friday.

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