

Childminder Report

Inspection date

4 January 2017

Previous inspection date

25 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 manages the indoor play space well. She organises the toys and resources so that children have access to a good variety, while also having plenty of space to move around and engage in floor play. Very good consideration is given to providing a safe and comfortable environment for younger children who are not yet walking.
- The childminder and her assistants are very observant of what the children are doing. While giving children sufficient opportunities to engage in solitary play, they also ensure that children have plenty of opportunities to join in with others and to build their social skills.
- The childminder, assistant and co-childminder work well together and have clear roles and responsibilities. There is very effective organisation as children move from one activity to another to support their enjoyment, independence and the understanding of the expectations.
- The childminder follows children's home routines effectively. The organisation of the space and adult roles means that children sleep and eat according to their needs.

It is not yet outstanding because:

- Occasionally, the childminder does not give children enough time to try to do things for themselves and to persevere if they encounter difficulties.
- The childminder does not always focus consistently enough on helping children to build on what they already know and can do, in order to help them to make rapid progress in their learning.
- The childminder has not yet developed her self-evaluation and professional development plans to raise the quality of teaching to the highest level and to secure the best possible outcomes for children.

What the setting needs to do to improve further

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

- enhance teaching to provide more opportunities for children to try things for themselves and to persevere if they encounter difficulties
- focus more sharply on consistently helping children to build on their knowledge and skills, in order to achieve more rapid progress
- strengthen self-evaluation and professional development to raise the quality of teaching and increase the potential to achieve excellent outcomes for children.

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 carried out a joint observation with the childminder.
- The inspector spoke to the childminder, assistant and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of adults living and working on the premises.
- The inspector looked at relevant documentation, such as evidence of training and discussed the childminder's self-evaluation procedures and priorities for improvement.
- The inspector took account of the views of parents and carers from their written comments and the childminder's most recent survey.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder attends regular training and shares this information with her assistants. The childminder and her assistant have a good understanding of safeguarding issues. They know the procedures they must follow if they have any concerns about children, in order to protect them from harm. The childminder manages the performance of her assistant appropriately. The childminder and her assistant ensure that children are supervised at all times to maintain their safety. The childminder promotes children's good health effectively. For example, she provides healthy meals and snacks, and makes sure nappy changing procedures are hygienic. The childminder liaises with other childminders and takes account of information from the local authority to ensure she is meeting the requirements. The childminder works in partnership with other professionals to support children who have special educational needs.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. Children participate in a broad range of activities that supports their enjoyment and learning. The childminder undertakes appropriate observations of learning to establish what children can do. The childminder and her assistant give good consideration to how they can support different aspects of children's learning within one activity. For example, as children play with toys they teach them new words, to count and also to develop their physical skills. The childminder has good partnerships with parents and carers. She regularly shares photographs of activities and discusses what children have been learning. She gathers information on what children are learning at home to help with her assessments and planning.

Personal development, behaviour and welfare are good

The childminder and her assistant help children to understand how to behave and relate to others well. They encourage children to develop very warm and friendly relationships. The childminder provides very effective settling-in support so that children feel comfortable and secure. The childminder provides a range of activities that helps children to develop their understanding of safety. For example, she explains and reinforces the house rules and teaches children about road safety. The childminder supports children effectively to develop an understanding of a healthy lifestyle, for example, she ensures they learn about the importance of good hygiene.

Outcomes for children are good

Children are making good progress in their learning and development, and are gaining the skills they need for their move on to school. Children develop extremely positive friendships with others and are kind and caring. They join in enthusiastically with activities. They learn to count and to recognise numbers and letters. Children develop confidence in their communication skills. For example, they speak in front of others and are able to make their needs known.

Setting details

Unique reference number	205852
Local authority	Derby, City of
Inspection number	1063666
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	12
Number of children on roll	11
Name of registered person	
Date of previous inspection	25 January 2013
Telephone number	

The childminder was registered in 1973 and lives in Derby. She operates her provision all year round from 8am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder works with another childminder and an assistant. The childminder provides funded early education for three-year-old children.

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