

Childminder Report

Inspection date

9 January 2017

Previous inspection date

27 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 taken appropriate action to address the areas for improvement identified at her last inspection. She has revised the support for children's learning. She is more thorough in her observations of children's learning and the planning of activities. She effectively supports children's early reading skills. Children are now making good progress in their learning.
- The childminder develops very good partnership with parents and carers. She constantly discusses children's achievements and gives clear examples of how learning can be supported at home. Parents and carers follow the childminder's suggestions and praise her choice of activities to support learning.
- The childminder continually risk assesses the environment and equipment. She is careful to review children's access to the toys and resources to ensure that they are age appropriate and, therefore, safe for children to play with.
- The childminder successfully supports children's understanding of a healthy lifestyle. For example, children look at books and discuss which foods are healthy. Occasional treats are provided within the menu so that they can learn about foods that should be eaten in moderation. As children play on gym equipment at the park, the childminder talks to them about the effects of exercise on the body.

It is not yet outstanding because:

- The childminder does not always focus her guidance for learning on providing the highest levels of challenge during activities to help children to make more rapid progress in their development.
- The childminder's professional development plans are not focused enough on raising the quality of teaching higher to secure excellent 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 the quality of adult guidance so that children always receive high levels of challenge during activities, helping them to make even better progress in their learning and development
- strengthen plans for professional development to drive the quality of teaching higher and secure the highest levels of achievement for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated a learning activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of adults living on the premises.
- The inspector looked at relevant documentation, such as evidence of training.
- The inspector discussed the childminder's self-evaluation.
- 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 carries out research and gathers information to keep her knowledge of child protection issues up to date. She has a good understanding of signs or indicators of abuse and knows how to respond appropriately if she has any concerns. The childminder shares useful information with other settings that children attend. She provides them with information so that they can support the child when they first start. She ensures that there is regular communication so that she can provide consistent support for children. The childminder regularly discusses practice with other childcare professionals and uses this information to evaluate whether she is meeting the requirements. She also regularly encourages parents and carers to give feedback on her provision.

Quality of teaching, learning and assessment is good

The childminder is skilful in observing learning and establishing specifically what skills children already have and what they need support with. She is clear about what she wants children to learn from activities. The childminder provides a strong focus on ensuring that children have the skills they need in preparation for school. For example, they learn to write numbers and the letters of the alphabet. That childminder provides good quality interaction to support learning. She is proactive in discussing any potential delays in development with parents and carers and encouraging them to seek external professional advice. Parents and carers express their gratitude for the good quality support and comment on how well their children are progressing.

Personal development, behaviour and welfare are good

The childminder has a good range of toys and resources available. She regularly reviews these and supplements them to ensure she is meeting the learning needs of all children. She also regularly introduces new toys and resources to stimulate children's interests and encourage their imagination. The childminder has good partnerships with parents and carers to discuss children's care needs. She provides appropriate support to help children settle when they are new to the setting. The childminder teaches children to understand her expectations for their behaviour so that they form positive relationships with others. This also includes teaching children about the rules that will help to keep them safe from harm.

Outcomes for children are good

Children are making good progress towards the early learning goals. They are self-confident and demonstrate that they can adapt to changes to the routine. They use their imagination well as they play together with small-world toys. They show good levels of concentration and perseverance when tasks are difficult. Children's communication skills are developing well. Children are gaining the skills they need for their future learning.

Setting details

Unique reference number	205980
Local authority	Derby, City of
Inspection number	1043643
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	12
Number of children on roll	4
Name of registered person	
Date of previous inspection	27 February 2014
Telephone number	

The childminder was registered in 1992 and lives in Derby. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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