

# Childminder Report

<b>Inspection date</b>	20 February 2017
Previous inspection date	3 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:	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 provides children with settling-in visits prior to starting. This helps her to gather information from parents about children's care and learning needs. As a result, children form secure emotional attachments and settle quickly.
- Strong partnerships with parents have a positive impact on children's learning. The childminder keeps them well informed about their children's achievements and how they are progressing in their learning and development. Parents are extremely complementary about the care and support they receive from the childminder.
- The childminder provides a homely environment where children are happy and confident. Children are treated with kindness and respect and form strong attachments with the childminder and her assistant, who are attentive to their individual needs.
- The well-qualified childminder has a good understanding of how children learn and develop. She uses effective observations and assessments to provide stimulating activities that help children with their next steps in learning.
- Children make good progress in their communication and language development. The childminder supports young children as they progress from saying single words to forming simple sentences.

### It is not yet outstanding because:

- The childminder does not fully consider different strategies to maintain children's attention and engagement at story time, which results in children losing focus.
- The childminder does not reflect carefully enough on the quality of teaching. Her professional development is not sufficiently focused enough to raise the quality of her teaching to the highest level.

## What the setting needs to do to improve further

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

- make use of a wider range of strategies to maintain children's attention and engagement at story time.
- strengthen the quality of teaching and sharpen the focus of professional development, in order to increase the potential to deliver the highest-quality provision and 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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant and looked at relevant documentation, including children's learning records.
- The inspector checked evidence of suitability and qualifications of the childminder, her assistant and other adults living in the household.
- The inspector took into account the views of parents through the written feedback provided.

### Inspector

Christine Walker

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant are aware of the possible signs and symptoms of abuse and understand how to refer any such concerns to the appropriate professionals. The childminder has recently employed an assistant and supervises her work. She ensures that her assistant has the skills and knowledge to carry out her role and that professional development enables the good quality teaching to be maintained. The childminder identifies some suitable training for herself and her assistant to further develop their knowledge. For example, following a recent training course on schemas in young children, the childminder has developed a deeper understanding of the role they play in young children's learning.

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

The childminder provides a well-resourced environment that gives children plenty of choice in their play. She gets down to the children's level and joins in with their play experiences. Children love spending time playing outside. They thoroughly enjoy investigating and exploring a wide range of resources. For example, they use good manipulative skills to scoop pasta and oats into different-sized containers. The childminder uses a running commentary to help support their developing vocabulary. The childminder demonstrates skills consistently and then allows time for children to practise. She provides opportunities for children to explore paint by using marbles. Children then independently develop this into a finger painting activity. The childminder monitors their progress to help her identify any gaps in their development. She works closely with nursery and schools when children move on. She shares information about their learning and prepares them for the changes they will face.

### Personal development, behaviour and welfare are good

The childminder and her assistant get to know children well. The childminder is fully aware of their individual needs and routines. She recognises when young children are tired or hungry. The childminder ensures that they can sleep or eat in safety and comfort. Children behave well and are clear about the childminder's expectations. For example, they help to tidy away the toys and know to sit at the table to eat or drink. The childminder helps children to learn how to lead healthy lifestyles. She provides a range of healthy and nutritious meals and snacks. The childminder helps children to gain an awareness of their local community. She takes children to visit the local park and soft-play centres help them to develop their physical skills. The childminder takes children to local toddler groups to develop their social skills and play alongside others.

### Outcomes for children are good

Children make good progress from their starting points. They are confident to explore and try new activities. Older children learn skills in preparation for their move on to nursery or school. For example, they learn to dress themselves and manage their personal care needs. Babies show a desire to cooperate with nappy changing routines and feed themselves with increasing skill. Children are well supported in developing the skills they need in readiness for their next stage in learning.

## Setting details

<b>Unique reference number</b>	207420
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1063680
<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 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 October 2013
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Calow, Chesterfield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4 and occasionally works with an assistant, who has a qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

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