

# Childminder Report

**Inspection date**

22 February 2017

Previous inspection date

2 July 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

- Partnerships with parents are strong. The childminder communicates well with parents and she shares information about children's achievements. She works with the parents to meet children's development needs and involves parents in children's learning.
- The childminder evaluates the service she provides well and identifies areas for further improvement. She has made improvements to her provision since the previous inspection and has maintained children's good outcomes.
- The childminder is a good role model for children. She develops close relationships with children and knows them well. Children behave well and show a clear understanding of boundaries and expectations. They know to be kind, tolerant and respectful.
- The childminder provides a comfortable, welcoming home. Children access a wide variety of good quality toys that actively motivates their interest in learning. Children have good opportunities to learn in the inviting outdoor area and benefit from physical activity. Children make good progress.
- The childminder works well with local pre-schools that children attend. She shares summaries of the children's learning, helping to ensure good continuity in their care and learning.

### It is not yet outstanding because:

- The childminder checks the progress of each child's learning and development. She uses her observations to inform her planning. However, her assessments of children's future learning needs are not always as precise as possible, in order to help children make even better progress.
- At times, the childminder does not give children enough opportunities to think for themselves, share their thoughts and follow through their own ideas.

## What the setting needs to do to improve further

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

- make better use of observations and assessments to help identify children's next steps in learning even more precisely and therefore help children make the best progress possible
- strengthen opportunities for children to process and share their own thoughts and ideas, in order to help extend children's thinking and encourage them to solve problems more.

### Inspection activities

- The inspector held discussions with the childminder and talked with children. She observed activities and the impact of teaching on children's learning.
- The inspector checked the suitability of the childminder and her assistant, including their qualifications. She discussed a range of statutory documentation and children's learning records with the childminder.
- The inspector discussed self-evaluation and observations of the children's play, learning and progress with the childminder.
- The inspector took account of the views of parents and carers, provided in their written feedback.
- The inspector carried out a joint observation with the childminder.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder provides a safe and secure home. Safeguarding is effective. The childminder ensures that she and her assistant have a secure knowledge of child protection issues. They are aware of the correct reporting procedure to follow if they have any concerns about a child's welfare. The childminder talks to her assistant regularly to ensure she develops her teaching and they discuss children's progress. The childminder increases her and her assistant's skills. This is achieved through training and linking closely with other childcare professionals. This enables her to reflect on her practice and make changes that impact positively on children's learning. For example, she has introduced more resources to help children with their early writing skills. Partnerships with other professionals and outside agencies help the childminder to provide continuity of learning.

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

The childminder is enthusiastic and passionate about her role. She provides effective challenges to children and interacts in positive ways to promote their learning. The childminder fosters children's communication and language skills effectively. For example, she engages children in purposeful conversation and introduces complex words, such as flat and squash, while children play with the play dough. The childminder supports children's mathematical skills well in play. For example, she helps older children develop their calculation skills as she asks them how many more counters they need to win the game. She uses mathematical language, such as big and little, to compare the sizes of the pretend meatballs made out of play dough. The childminder helps children to develop their small-muscle skills. Children enjoy fixing jigsaws together and using different tools.

### Personal development, behaviour and welfare are good

Children form secure and emotional attachments with the childminder. They demonstrate a strong sense of belonging and are happy and confident. The childminder teaches children about healthy lifestyles. For example, they discuss food that is good for them, such as fruit and vegetables. Children enjoy regular exercise to support their health and well-being. For example, they demonstrate good control while balancing on stepping stones and jumping into hoops. They go on walks and use the equipment at the park. The childminder reminds children about how to keep themselves safe. She provides clear explanations and possible consequences to their actions, in order to help children assess risk for themselves. Children learn about the wider world, for example, they engage in activities and celebrations relating to other cultures. This helps them to understand about similarities and differences.

### Outcomes for children are good

Children make good progress given their starting points. They are eager to learn and well motivated. Children are well prepared for their next stage in learning and for school. They gain good levels of self-esteem and are confident. They develop good social skills and become increasingly independent as they make choices about their play activities. Older children are developing good writing skills. They write their names and form letters accurately, helping to develop their literacy skills.

## Setting details

<b>Unique reference number</b>	207373
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1063679
<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 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 July 2013
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Ilkeston, Derbyshire. She operates her service on Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays, family holidays and Christmas. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder works with an assistant on a part-time basis and holds a childcare qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

