

Childminder Report

Inspection date

30 March 2017

Previous inspection date

23 January 2014

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 has a deep understanding of how children learn and develop. She uses this to very good effect to help all children progress well from their starting points.
- The childminder plans activities and experiences which promote children's individual learning needs and interests. This ensures that children are motivated, engaged and keen to learn.
- Children form very strong bonds with the childminder, with whom they clearly feel safe. She is highly sensitive to children's individual needs and offers them help, reassurance and support when they need it.
- The childminder has high expectations of all children, treats them with kindness and respect and praises positive attitudes. Children respond very well to this and their behaviour is excellent.
- Partnerships with parents are excellent. Good communication systems ensure that parents can celebrate children's achievements and build on these at home.

It is not yet outstanding because:

- Although self-evaluation is effective, the childminder is not making the very best use of information gathered to closely assess the impact of changes to her practice on outcomes for children.
- Professional development plans are not precisely focused on raising the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- strengthen self-evaluation systems further to ensure that all information gathered about the impact of changes to practice is used more rigorously to further improve outcomes for children
- seek professional development opportunities to raise the quality of teaching to an even higher level.

Inspection activities

- The inspector viewed the areas of the setting used for childminding.
- The inspector observed children playing, inside and outdoors, and assessed the quality of teaching and learning.
- The inspector completed a joint observation with the childminder.
- The inspector viewed a range of documentation including policies and procedures, risk assessments, children's records, suitability checks and qualifications.
- The inspector considered the views of parents.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the signs of abuse and understands her role in protecting children from harm. Health and safety policies and procedures are robust and evident in practice. The childminder uses risk assessments to ensure that children are kept safe. Children's individual needs are carefully considered and any concerns about their welfare or development are swiftly addressed. The childminder monitors children's progress. Any gaps in their learning are met through tailored teaching. The childminder understands the importance of working closely with parents and other professionals to address specific learning needs. She seeks the views of children and parents to support her planning and evaluation.

Quality of teaching, learning and assessment is good

The childminder regularly observes children and accurately assesses their attainment and developmental needs. She uses a range of teaching strategies to meet children's individual learning styles. The childminder encourages children to explore and investigate. For example, children are enthused and excited as they are fully involved in planning bubble play. The childminder sits alongside children to help extend their understanding. Children are encouraged to think about and solve problems, ask and answer questions, and use descriptive language as they play. They enjoy stories and draw on their own experiences as they engage in small-world play and role play. The childminder promotes mathematical language well. This helps children to become confident in counting objects, and recognising shapes, colours and patterns.

Personal development, behaviour and welfare are good

Children settle quickly in the warm, welcoming and age-appropriate learning environment. They develop skills and knowledge across all seven areas of learning. There are many opportunities for children to spend time outdoors, including on many outings in the local area. Children develop a good understanding of their local community. The childminder helps children to become increasingly independent and less reliant on adults. They help with tasks, such as organising equipment at meal times. Children are keen to do things for themselves and show great pride in their achievements. The childminder helps children to follow hygiene routines, live healthy lifestyles and cope well in different social situations.

Outcomes for children are good

All children make good progress across all areas of learning. They become confident communicators, who are keen to share their ideas, feelings and needs. Children show care and consideration for others, learn to share, take turns and play cooperatively. Children are very well prepared with the knowledge and skills they need for school.

Setting details

Unique reference number	EY465534
Local authority	Cumbria
Inspection number	1087508
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	23 January 2014
Telephone number	

The childminder registered in 2013 and lives in Nenthead, Cumbria. She provides care from 7.30am to 6pm on Monday to Friday, all year round.

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