

# Childminder Report

**Inspection date**

23 May 2017

Previous inspection date

5 August 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 experienced childminder has a secure knowledge and understanding of how children learn. She responds well to children's individual needs.
- The childminder creates a warm and welcoming environment where children can explore independently. Children are happy and have a settled relationship with the childminder. This promotes their confidence and helps them to feel safe and secure.
- Children behave very well. They learn to share, take turns and have good manners. The childminder gives them clear, consistent guidance and gentle reminders about her expectations for their behaviour.
- The childminder provides a good balance of child-initiated and adult-led play. Children enjoy participating in a range of activities.
- Effective partnerships with parents help to support children's welfare. Parents are very happy with the care and education the childminder provides. They comment that their children have a wonderful time and do not want to go home at the end of the day.

### It is not yet outstanding because:

- The childminder does not always make the most of professional development opportunities to further raise the quality of her teaching.
- The childminder does not give parents enough encouragement and support to share information about what their children are achieving at home, in order to build on this further in her setting.

## What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development that ensures the already good quality teaching is consistently improved upon
- support parents more effectively to share details about what children are learning at home and use this information to inform plans to more fully support children's progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector checked evidence of the suitability of household members and looked at a range of documentation, including children's records.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

### Inspector

Tina Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works closely with her co-childminders to promote consistency in the provision. She attends relevant training with them and they find information online to refresh their skills and build on their understanding and practice. Together, they discuss what they do well and areas for improvements. Children play in a safe, secure environment. The childminder ensures that all areas of her home are maintained to a very good standard of cleanliness. The arrangements for safeguarding are effective. The childminder understands her role and responsibility to safeguard children. She completes training to keep up to date with current guidance and legislation. Consequently, she understands the procedures to follow in the event of a concern about a child in her care. The childminder has a robust set of policies and procedures in place to minimise risks to children when in the setting or on outings.

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

The childminder assesses children's progress. She provides them with a wide range of resources, based on their individual learning needs, which quickly captures their curiosity and helps them develop a positive attitude towards learning. The childminder supports children's emerging language and communication skills by encouraging them to repeat sounds and single words. Young children express their creativity and enjoy sensory experiences. They use their senses to explore yoghurt and make marks with their fingers. Babies giggle as they play peek-a-boo and clap with excitement as they explore activity toys that make a noise. Young children build with bricks and excitedly knock them down.

### Personal development, behaviour and welfare are good

Children are happy, relaxed and confident. They build trusting relationships with the childminder and demonstrate affection towards her. Babies receive lots of cuddles, which help them to feel happy and settled. The childminder supports children's independence. They learn to manage their own care needs, such as washing their hands. The childminder promotes children's health effectively. She reminds parents to add fruit to their children's lunch box. Children enjoy fresh air and exercise. They excitedly ride on wheeled toys and play ball games. Children learn how to keep themselves safe. The childminder teaches them about road safety and stranger danger when they visit the park.

### Outcomes for children are good

Children make good progress. They are gaining the skills that will help to prepare them for the next stage in their learning and their eventual move on to nursery or school. Children are becoming confident, capable learners. They enjoy playing with construction bricks, exploring how they fit together. Early literacy skills are emerging. Children join in with favourite songs and rhymes and delight in giving meaning to the marks they make.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY229800  |
| <b>Local authority</b>             | Herefordshire   |
| <b>Inspection number</b>           | 1064323   |
| <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 - 4   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 5 August 2013   |
| <b>Telephone number</b>            |   |

The childminder registered in 2002 and lives in Hereford. She works with her two daughters, who are also registered childminders, at her home. The childminder holds a relevant childcare qualification at level 3. She operates all year round from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder offers funded early education places for two-, three- and four-year-old children.

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