

# Childminder Report

<b>Inspection date</b>	1 August 2017
Previous inspection date	9 June 2014

<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 a good range of resources that are easily accessible. Children make independent choices and select toys to support their interests.
- The childminder completes the progress check for children between the ages of two and three years and shares this, as well as children's learning folders, with parents and the child's health visitor.
- The childminder extends her professional development. For example, she attends training courses and meets with other childminders to share good practice. This helps her keep up to date with changes in legislation.
- The childminder effectively observes children as they play and promotes their good progress.
- The childminder helps children to manage their behaviour. For example, she gives them praise and gentle reminders to use good manners.

### It is not yet outstanding because:

- The childminder does not always give parents information about how they can effectively contribute to and be involved in their child's learning at home.
- The childminder does not always find out as much information as possible about what children know and can do when they first start.
- Partnership working with other settings that children attend is not yet fully effective to provide consistency for children's next stage of learning.

## What the setting needs to do to improve further

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

- strengthen ways in which parents can actively contribute to and extend their child's learning at home
- obtain even more information from parents about what children already know and can do when they first start, in order to help plan more accurately for their learning from the outset
- strengthen partnership working with other settings that children attend so that there is consistent support for their learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her practice and improves the range of experiences children receive. Parents give the childminder cards and poems to thank her for the care and learning she provides for their children. Safeguarding is effective. The childminder has attended child protection training. She is aware of the signs of abuse and where to report concerns about children's welfare. The childminder helps children understand how to keep themselves safe. For example, she reminds them to use safety equipment when travelling in her vehicle. The childminder carries out fire procedures with children in her home and talks to them about the dangers of fire.

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

The childminder knows the children well and promotes their individual learning needs. She offers children adult-led activities and also allows children to freely explore in order to develop their interests. This helps children to be engaged in their learning. The childminder encourages children to learn about the wider world. For example, she researches information on the internet about Chinese New Year with children. Children say, 'I am a dragon'. The childminder provides children with opportunities to develop their listening skills. For example, she gives them instructions to make their own dough using flour and salt. Children demonstrate their hand-to-eye coordination as they stir the mixture using a wooden spoon. They develop their understanding of how colours can be mixed together when they add red and blue colouring to the dough. Children say, 'It looks like blood'.

### Personal development, behaviour and welfare are good

The childminder promotes children's good health. She finds out information from parents when children first start about their dietary and medical needs. She provides children with a good range of healthy snacks. The childminder takes children to local parks to play on more strenuous equipment, which helps to develop their physical skills. In the garden, children jump on the trampoline and use ride-on toys. They demonstrate good social skills and learn to play cooperatively with their friends. The childminder takes children to local groups to mix with other children and to make friends. Children demonstrate that they have a close relationship with the childminder and that they are emotionally secure.

### Outcomes for children are good

Children are keen and motivated to learn. They make good progress in their learning and development. Children enjoy looking through their learning folders at pictures of themselves, which helps them to recall past events. They learn the necessary skills in readiness for their move on to school. Children begin to write the letters in their name in order to enhance their literacy skills.

## Setting details

<b>Unique reference number</b>	EY347864
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1087274
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Leicester. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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

