

# Childminder Report

**Inspection date**

2 August 2017

Previous inspection date

3 September 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 encourages children to do things for themselves whenever possible. They demonstrate high levels of confidence and independence in readiness for future learning and, eventually, school.
- The childminder is warm, sensitive and caring and she builds strong relationships with children in her care. She knows them very well and meets their individual care needs effectively. Children are very settled and happy.
- Partnerships with parents are good. The childminder regularly exchanges information with parents relating to children's progress and achievements. This promotes continuity of care and learning.
- The childminder is a positive role model as she joins children in their play. She speaks to children in a respectful way, praises their achievements and encourages them to share toys and use good manners.

**It is not yet outstanding because:**

- The childminder does not consistently use information gained from assessments to prioritise when planning for children's next steps in learning. As a result, children do not always make the best possible progress.
- The childminder's professional development is not yet sharply focused on further enhancing her teaching practice to help consistently promote the best outcomes for children.

## What the setting needs to do to improve further

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

- use information from assessment even more rigorously to prioritise and plan for children's next steps in learning so they make the best possible progress
- implement a more focused plan for professional development that helps to improve practice even further and raises the good quality of learning experiences for all children to the best possible level.

### 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. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.

### Inspector

Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the possible signs and indicators of abuse. She knows the procedures to follow should an allegation be made against herself, her assistant or a family member. Risk assessments are robust and all areas of the childminder's home are safe. Children learn how to manage their own safety. For example, they use a knife safely as they make their own sandwich for lunch. The childminder ensures that her assistant is well trained so that this has a positive impact on the quality of care provided. For example, the childminder's assistant has completed first-aid training. Self-evaluation is an ongoing process and the childminder adapts the environment, resources and activities regularly to meet the ever-changing individual needs of children. She actively promotes equality and diversity throughout her practice.

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

Overall, the childminder has a good understanding of the learning needs of children she cares for. She provides a rich and imaginative learning environment and a wide range of resources that captures their interests. Children enjoy the freedom to explore and make choices about what they want to do. They pretend to make cakes during rice play and use scales to weigh the rice. The childminder is particularly skilled at helping children to develop communication and language skills. She role models good language, provides a running commentary to describe what children are doing and asks questions to make children think. For example, the childminder asks which is the heaviest or lightest. Children begin to learn about the world around them when they go out for walks in the local area. They regularly join in with toddler play sessions to socialise with other children.

### Personal development, behaviour and welfare are good

Resources are well organised and easily accessible for children. Appropriate arrangement and storage of play materials enables children to independently select toys and activities. This builds confidence and decision-making skills. Children are confident and self-motivated individuals who are keen to take on new challenges. The childminder recognises and praises children's achievements, helping them to gain confidence and self-assurance. She provides healthy meals and snacks, and teaches children good hygiene routines. Children are physically active. They enjoy fresh air and exercise daily. The childminder teaches children about festivals and talks to them about different faiths and cultures. This helps children to develop a good understanding of people and communities beyond their own.

### Outcomes for children are good

Children are resilient and independent individuals who make good progress towards the early learning goals. They use their imagination, for instance, as they build a house and set up the furniture within the rooms. Children talk about their own family members and homes as they play. They enjoy completing jigsaw puzzles, which helps with their physical skills as well as their mathematical development.

## Setting details

<b>Unique reference number</b>	EY455725
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1066473
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 September 2013
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Sharnford, Leicestershire. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. At times, the childminder works with an assistant.

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