

# Childminder Report

**Inspection date**

10 November 2017

Previous inspection date

8 January 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**

- Children form strong attachments to the caring and attentive childminder. They are well settled and demonstrate that they feel safe and secure in the childminder's care.
- The childminder has strong partnerships with parents. She communicates effectively, sharing information daily about children's learning and development.
- Children are very well behaved. The childminder helps them to understand the importance of listening to each other, sharing and taking turns in readiness for their move on to school.
- The childminder uses her observations well to assess children's achievements. She identifies the next steps in their learning and quickly addresses any gaps in their development, to help them make good progress.
- The childminder regularly reviews her practice to help her identify areas for improvement. She has successfully addressed the recommendations made at her previous inspection and improved the learning environment for the children. She involves the parents and children in the evaluation process.

**It is not yet outstanding because:**

- At times, the childminder offers solutions too quickly and does not give children time to solve problems for themselves or use their own ideas, creativity and thinking skills.
- The childminder does not obtain information from all other settings that children attend, to help complement children's development and learning as well as possible.

## What the setting needs to do to improve further

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

- provide more opportunities for children to express their thoughts, develop their own ideas and solve problems for themselves
- strengthen partnerships with other settings that children attend, to support further continuity in their care and learning.

### Inspection activities

- The inspector had a tour of the childminding premises and spoke to the children and the childminder at appropriate times during the inspection.
- The inspector observed the childminder's interactions with children and the quality of teaching during activities and tasks.
- The inspector took account of the views of parents through their written feedback.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of all adults living or working on the premises and of the childminder's qualifications. She discussed the childminder's self-evaluation and action plan, planning and children's progress with the childminder.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the signs and symptoms that would cause concern about a child's welfare. She knows what to do if she has any safeguarding concerns. The childminder explores regular professional development opportunities and reflects on her practice. She makes good use of training and what she learns from it. For example, after attending a course on communication and language, the childminder has developed how she teaches this area of learning. The childminder meticulously completes and maintains required records, such as the progress check for children aged between two and three years, which she shares with parents.

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

The childminder understands how children learn through play. She provides a wide selection of activities to help promote their learning. She knows the children well and follows their interests. Overall, the childminder interacts enthusiastically with the children and fosters their communication and language skills well. She uses clear language to repeat their words and phrases, extends sentences and introduces new words. Children have many opportunities to practise using their small-muscle skills. For example, as they explore dry pasta, they pick it up with their fingers, fill up containers and thread it onto string. The childminder uses this activity well to teach the children how to weigh the pasta. She uses mathematical language, such as 'heavy', 'light', 'long' and 'short', and counts with the children. Children enjoy singing and take part willingly.

### Personal development, behaviour and welfare are good

The childminder meets the children's needs and follows their care routines consistently. For example, she recognises when young children are sleepy and adapts the activities effectively. Children are happy and confident. They learn about the importance of healthy eating and good hygiene procedures. They help to prepare their own snack. For instance, younger children peel their oranges with support from the childminder. Older children cut up the bananas and share them with their friends. The childminder provides opportunities for the children to be active. They play in the garden, visit soft-play areas and enjoy using the equipment at the park. Children learn about cultures and events in the world and attend a local play session, where they mix with other children.

### Outcomes for children are good

All children are progressing well given their starting points. They have a positive attitude towards learning and develop a good range of skills that prepares them well for the next stage in their learning and for the move on to school. For example, they recognise and form letters in sand with their fingers and count correctly. They happily take part in activities, such as helping to tidy away toys and show determination as they try new things.

## Setting details

<b>Unique reference number</b>	EY449547
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1102425
<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>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 January 2014
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Swadlincote, Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except for the week between Christmas and New Year, family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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