

# Childminder Report

**Inspection date**

13 November 2017

Previous inspection date

11 February 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 are developing a good range of skills to be ready for future learning, such as school. They make independent choices about their play as they explore the learning environment.
- The childminder has robust procedures in place for ensuring that her assistant is confident and competent in her role. She reviews her work to ensure they both share the same vision for good-quality teaching.
- The childminder is extremely caring and responsive to children's needs. Children are extremely happy and form secure attachments with her and her assistant.
- Children's good health is promoted extremely well. They delight in playing outdoors in all weathers.
- The childminder develops good working relationships with other early years providers that children spend time with and schools. This ensures children experience a consistent early years care and learning experience and are well prepared for their move to school.

**It is not yet outstanding because:**

- Systems to enable parents to contribute to self-evaluation are not yet fully embedded.
- The childminder has not yet focused her professional development on acquiring new, precise skills and knowledge that will help further improve learning 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:

- develop a wider range of ways for parents to provide their views of the setting to further enhance self-evaluation and secure continuous improvement
- make the most of professional development opportunities to further increase the potential for children to make rapid progress in their learning and development.

### Inspection activities

- The inspector viewed all areas used by the children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder, her assistant and members of her household.
- The inspector took account of the views of parents expressed in written testimonials.

### Inspector

Julie Dale

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a good understanding of the signs of potential abuse and the procedures to follow if she has any concerns regarding the safety of a child. She sets out and effectively implements a range of policies and procedures to promote children's well-being. The childminder has good partnerships in place with parents. She discusses children's needs, routines and interests, in order to agree how they can work together to provide appropriate support. The childminder effectively monitors and assesses the progress children make. As a result, children make good progress given their starting points in their learning.

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

The childminder and her assistant have a good understanding of how children learn and know what each child needs to learn next. For example, children begin to develop their speaking and number skills when making cakes during baking activities. The childminder is a highly effective communicator and young children are developing their literacy skills well. Children enjoy sharing a story with the childminder and her assistant, who extend learning opportunities by asking questions about the book. Children are active learners. They have fun dancing to popular nursery rhymes and songs. This promotes their physical skills. Resources and toys provided for them stimulate excitement and support children's developing senses. Older children have their own space where they take time to relax after the school day.

### Personal development, behaviour and welfare are good

Children behave very well. They are emotionally secure, settle very quickly and are eager and ready for learning. They display a positive sense of themselves and are confident when talking to visitors. Children show high levels of curiosity and independence in their play and learning. They confidently use equipment during baking, as they weigh and mix ingredients. Children thrive in the well-resourced environment that the childminder provides. The childminder supports children to manage their own risks and provides consistent support to help children to develop an understanding of how to stay safe.

### Outcomes for children are good

All children are making good progress from their starting points and are independent and active learners. They are emotionally well prepared for the next stage in their learning, including the move on to pre-school or school.

## Setting details

<b>Unique reference number</b>	EY376196
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1087307
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 February 2014
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Burbage, Leicestershire. The childminder works with an assistant. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
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