

# Childminder Report

**Inspection date**

5 December 2017

Previous inspection date

3 March 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 quality of teaching is good. The childminder plans activities that capture children's interests and she promotes their desire to explore.
- Children have very good relationships with the childminder. They settle quickly and thrive on the cuddles and reassurance they receive when they are in her care.
- Children behave well. The childminder has clear behavioural expectations which she consistently reinforces. She works well with parents to ensure there is a consistent approach to managing children's behaviour.
- The childminder works closely with parents and keeps them well informed about their children's ongoing achievements.
- The childminder provides a safe and secure environment for children. She carries out daily checks of her home and makes sure children are carefully supervised at all times.
- Parents are very happy with the care the childminder provides. She asks for their views and opinions to help her reflect on her practice.

### It is not yet outstanding because:

- The childminder does not precisely focus on her professional development needs, to help raise the quality of teaching even further.
- The childminder does not always gather detailed information from parents on entry, to help ensure an accurate starting point for assessment and to plan for children's immediate learning needs.

## What the setting needs to do to improve further

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

- focus programmes of professional development more precisely to raise the quality of teaching even further
- gather more information from parents on entry about children's development, to contribute to initial planning and assessments of children's starting points.

### 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 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 in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to respond to any concerns she has about children's welfare. She understands when to record specific details to maintain children's well-being and to follow her policy, in line with local safeguarding guidance and procedures. The childminder has developed good partnerships with other settings that children attend. This helps to promote a continuous approach to children's care. She monitors children's development and provides parents with regular summaries of their child's progress. She shares information with them about the day's routines and activities. She has developed effective ways to monitor and track children's progress across all areas of their learning. These help her to ensure that children meet their developmental milestones and help identify any potential learning gaps quickly. Children have opportunities to learn about the wider world and meet different people when they visit the local area.

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

Children are articulate and confidently engage in conversations. The childminder skilfully extends children's language through play. Children learn about mathematics in a fun way. For example, they use scales as they weigh out ingredients for baking and count out the cake cases as they place them on a baking tray. The childminder works successfully with parents and advises them on how they can support children's learning at home. She has a good understanding of how to support children's learning. She plays alongside children and follows their interests. The childminder has a good knowledge of how children learn and provides a wide range of exciting toys and activities. Overall, she uses her teaching skills well to support children's development. Children show that they are learning and are confident in explaining their understanding during discussions.

### Personal development, behaviour and welfare are good

Children settle quickly in the childminder's home and become absorbed in their choice of play. For example, younger children select what they want to play with. They know what toys are on offer and make their requests clear. The childminder provides a range of healthy food. She teaches children effectively about good personal hygiene routines. The childminder offers children plenty of encouragement and praise as they play. She supports them effectively to learn to share, be kind and use good manners. She teaches children about safety, for instance, using simple rules that she clearly explains. She promotes children's self-confidence and independence well.

### Outcomes for children are good

Children make good progress in their learning overall. They are confident and are becoming successful, keen and motivated learners. They explore the environment with excitement and are developing a thirst for learning. The skills and attributes that children are acquiring are helping to prepare them well for their next stage in learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY466524
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1118744
<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>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 March 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Burbage, Leicestershire. She operates all year round from 7am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for two-, three- and four-year-old children.

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