

Childminder Report

Inspection date

22 March 2018

Previous inspection date

20 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 experienced childminder has a secure knowledge and understanding of how children learn. She uses questioning skilfully to help children to concentrate, to keep on trying and to solve their own problems.
- The childminder understands the importance of tracking children's achievements in their learning. She makes good use of her observations of children to identify their interests so that she can provide toys and activities that she knows they enjoy playing with.
- Children develop a strong sense of belonging as they form secure relationships with the childminder. Children's self-confidence and emotional well-being is re-enforced and they feel safe and secure to investigate their environment.
- The childminder promotes children's understanding, and speaking and listening skills well. She engages in conversation with children, asks questions and listens carefully to their responses.
- The childminder establishes effective partnership working. She shares information regularly with parents and other settings children attend to promote continuity in children's care, learning and development.

It is not yet outstanding because:

- The childminder does not always use what she knows about individual children's learning needs to focus more precisely on ways to help them achieve even further.
- The childminder sometimes misses opportunities to extend children's understanding of size and position.

What the setting needs to do to improve further

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

- focus more precisely on what individual children need to know and learn next, to sharply target specific areas of development and help children to make the best possible progress
- increase opportunities for children to develop their understanding of size and position.

Inspection activities

- The inspector discussed children's learning with the childminder following their observation of an activity.
- The inspector viewed all areas of the home used for childminding and observed activities. She spoke to children at appropriate times while they played.
- The inspector looked at a range of documentation, such as children's records.
- The inspector discussed self-evaluation with the childminder and took account of the written views of parents.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living and working on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The childminder actively seeks ways to develop her knowledge and skills, to make continual improvements to her work with children. She ensures that all required training is attended by herself and her assistant. The childminder guides her assistant's practice well when they work together. She seeks guidance and advice from local authority advisors and works closely with other local childminders. They reflect together on their work with children and share good practice to develop her provision further. The arrangements for safeguarding are effective. The childminder clearly understands her responsibilities with regards to child protection. She is familiar with local safeguarding procedures and alert to the signs that indicate concerns with children's welfare.

Quality of teaching, learning and assessment is good

All children receive the support they need to make good progress from their starting points. Parents share with the childminder what their children already know and can do when they first start, and have regular chats with the childminder about their children's progress. The childminder skilfully uses many varied teaching techniques as she talks with and plays alongside children. This develops children's thinking skills as they play. The childminder questions children well and offers suggestions to help children to keep on trying the different ways of connecting the train track, for example. The childminder competently builds on children's interests and ideas. She helps them to develop a story as they play imaginatively.

Personal development, behaviour and welfare are good

The childminder promotes children's sense of belonging and self-esteem well. She speaks tenderly to children, and offers praise and encouragement. Children concentrate and gain a good understanding of how to play purposefully. Children happily go to the childminder for cuddles and reassurance when they need it. Children chat to the childminder about their healthy choice of fruit for snack. They share their understanding of what comes next in the daily routine. Children confidently let the childminder know they need the toilet and learn good handwashing routines. Children learn to adapt their behaviour, so that they can begin to play cooperatively together. The childminder helps children to negotiate with others about what they are going to play with. She offers ideas sensitively about how to play alongside others with alternative equipment.

Outcomes for children are good

Children confidently explore and quickly become interested in learning as the childminder plays alongside them. Children learn to attend to their personal needs, develop self-confidence in their abilities and the skills and knowledge they will need when they move on to nursery or school. As children play they identify colours and count. They recognise print on play equipment signs and identify that words have meaning. Children are motivated to keep on trying and learn how to adjust resources to solve their own problems. They learn new words and concepts, and develop a 'have a go' attitude to their learning.

Setting details

Unique reference number	EY104086
Local authority	Derbyshire
Inspection number	1087160
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	20 June 2014
Telephone number	

The childminder registered in 2002 and lives in the New Mills area of Derbyshire. She occasionally works with an assistant. The provision operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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