

Childminder Report

Inspection date	9 July 2018
Previous inspection date	30 January 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

- Children develop a strong sense of belonging as they form secure relationships with the childminder and her assistant. This reinforces children's self-confidence and emotional well-being that helps them to feel safe and secure.
- The childminder has high expectations of children. She uses questions skilfully to build on opportunities to promote children's learning as she plays and talks with them. This helps them to develop an active and positive attitude to learning.
- The childminder promotes children's good health effectively. They enjoy plenty of outdoor play and fresh air. Children are able to take developmentally appropriate risks in the safe, exciting environment provided for them.
- The childminder successfully engages parents in her practice. Her effective communication methods allow parents to contribute to initial assessments, share important information and be involved in regular checks on their children's progress.

It is not yet outstanding because:

- The childminder does not always use what she knows about individual children's learning needs to focus precisely on ways to help them to achieve at the very highest levels.
- Although the childminder and her assistant complete training to improve their skills, the childminder does not successfully check the quality of teaching and the impact this has on children's learning, to raise teaching and practices even further.

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
- monitor practice to focus more closely on the quality of teaching and the impact it has on children's learning to raise practices even further.

Inspection activities

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

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good professional relationship with other local settings that children attend to promote continuity in children's learning. For example, the childminder takes note of the focus other settings have identified for children and builds this into her planning. The arrangements for safeguarding are effective. The childminder and her assistant clearly understand their responsibilities with regards to child protection. They are familiar with local safeguarding procedures and alert to the signs that indicate concerns about children's welfare. The childminder engages with other local childminders to share good practice and make some improvements to the provision.

Quality of teaching, learning and assessment is good

The childminder makes observations of children as they play. She has developed an effective system to identify children's achievements in their learning and development. The childminder has a good overview of what children can already do and generally identifies what she can do to help them to learn even more. This helps all children to make good progress from their starting points. Children enjoy taking part in a cooking activity. The childminder skilfully builds in experiences for all children in her care. For example, babies and younger children enjoy the sensory exploration. The most able children write familiar letters in flour. The childminder demonstrates rolling dough into a ball. She helps children to keep on trying as she offers praise and encouragement for their achievements. Children listen well and follow instructions. They have plenty of time to think and to answer and ask questions.

Personal development, behaviour and welfare are good

The childminder and her assistant are good role models and promote the use of good manners. Children play cooperatively and learn to share and take turns. For example, the childminder speaks tenderly to children when they want to play with the same toy. She helps children to manage their feelings and wait for their turn, by encouraging them to count while they wait. Children play instruments and sing familiar songs and rhymes. Babies animatedly join in with the actions, demonstrated by the childminder's assistant. The childminder promotes children's developing physical skills and they learn about keeping themselves safe. For example, she gives clear instructions and encouragement as children climb up and then slide down.

Outcomes for children are good

Children independently explore and confidently ask for help when they need it. They keep on trying and this motivates them to learn. Children are developing the skills and knowledge they will need to be ready to move on to nursery or school. Children make marks and learn mathematical language, such as shape names and words about position. Children count, learn how many they need for the group and that textures change when an ingredient or heat is added.

Setting details

Unique reference number	EY397229
Local authority	Derbyshire
Inspection number	1102203
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	12
Number of children on roll	10
Name of registered person	
Date of previous inspection	30 January 2014
Telephone number	

The childminder registered in 2009 and lives in New Mills, Derbyshire. The childminder works with an assistant. She operates all year round, from 6.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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