

# Childminder report

<b>Inspection date</b>	6 November 2018
Previous inspection date	3 February 2015

<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 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

### The provision is good

- Babies and children enjoy being with the childminder and each other. They form strong attachments to the childminder. They are happy and have a positive sense of belonging. The childminder meets children's emotional needs well.
- The childminder has positive partnerships with parents which help her to support the individual needs of children well. She keeps parents well informed about their children's progress and how this could be extended at home.
- The childminder is a good role model for children and manages their behaviour positively. Children's behaviour is good. Children learn to share, take turns and play well together, supporting their good social skills.
- Children make good progress in their learning from their starting points. The childminder monitors children's progress well. She uses her observations effectively to identify children's current stages of development and their next steps in learning.
- The childminder is reflective and has a strong drive to continually improve the service she provides for children and families. She involves her assistant, parents and children effectively in the process.

### It is not yet outstanding because:

- At times, the childminder does not wait sufficiently for children to respond to her suggestions to give them time to think things through for themselves.
- The childminder's professional development is not sharply focused on raising the quality of teaching to help children achieve at the highest levels.

## What the setting needs to do to improve further

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

- provide more time for children to think about their responses to suggestions to help them to extend their learning
- strengthen professional development opportunities to help raise the quality of teaching to the highest level.

### Inspection activities

- The inspector had a tour of the childminder's home. She looked at the range of resources available for the children to use and security arrangements to keep the children safe.
- The inspector spoke to the childminder and children during the inspection. She took into account the views of the parents given by the childminder.
- The inspector observed the interactions between the childminder and children as they played. She completed a joint evaluation of an activity with the childminder and discussed the impact of teaching.
- The inspector discussed the children's learning and their progress with the childminder, including children's next steps and interests.
- The inspector discussed with the childminder some of her policies and procedures and checked the evidence of her suitability. She also discussed how the childminder reflects on her practice and identifies areas for improvement.

**Inspector**  
Jan Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant keep up to date with changes in child protection legislation. The childminder understands the procedures to follow should she have concerns about the welfare of a child. The childminder supervises children well. She takes positive steps to minimise risks to children to help ensure that they are kept safe. She holds a current paediatric first-aid certificate and knows how to deal with an accident if one occurs. The childminder supports her assistant effectively. They have regular meetings to help improve the assistant's practice. They discuss the children achievements and plan activities together. The childminder has established good links with other settings children attend to help provide consistency in care.

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

The experienced and enthusiastic childminder understands that children learn through play. She provides a wide range of activities to help promote children's learning effectively. She supports children's learning very well and, overall, interacts in a positive manner. She has a clear and good understanding of what children know, understand and can do. She uses what she knows about each child to plan activities based on their interests. For example, children thoroughly enjoy playing with the sensory box of materials. They compare the textures of the different scarves and giggle as the childminder passes them over their faces. The childminder models language well, giving good eye contact and lots of encouragement.

### Personal development, behaviour and welfare are good

The childminder knows the children in her care well. Children demonstrate they are happy in their surroundings and move around the rooms selecting their own play and developing their independence. The childminder helps children develop an appreciation of healthy lifestyles. Children enjoy very nourishing meals and regular physical activity. The childminder takes children to the local parks, soft-play areas and walks to help extend their physical skills. Children have opportunities to visit places of interest in the community. These help to extend their understanding of the diverse lives, cultures and backgrounds of people in the wider world. The childminder helps children to learn about keeping themselves safe. They take part in regular fire evacuations and are taught about road safety and stranger danger.

### Outcomes for children are good

Children are confident, well motivated, independent and eager to learn. They develop skills for future learning in readiness for their move to school. Children concentrate and listen to stories and enjoy looking at books. They use their small-muscle skills well. Children are learning to count and learn about numbers in the environment. All children develop good physical and language skills.

## Setting details

<b>Unique reference number</b>	EY395714
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10070211
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	3 February 2015

The childminder registered in 2009 and lives in Long Eaton, Nottingham. She operates all year round from 7.30am until 6pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder works with an assistant part time. The assistant holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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