

Childminder report

Inspection date	23 November 2018
Previous inspection date	13 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder is warm, caring and welcoming. Children form secure attachments with her and make lasting friendships with the other children. The childminder is extremely responsive to children's individual needs. She offers praise at every opportunity, which helps to boost children's self-esteem and confidence.
- The childminder promotes children's language and communication skills extremely well. She skilfully engages children in meaningful conversations and encourages them to express their thoughts and ideas. She asks probing questions and successfully extends children's understanding and learning.
- Partnerships with parents and other professionals are well established. The childminder works collaboratively with parents and local schools to help promote continuity in children's care and learning. The childminder shares children's progress with parents and provides them with ideas on how they can continue children's learning at home.
- The childminder regularly reflects on her practice and the service she provides. She seeks the views of parents and children to help her identify ways to further develop and improve.

It is not yet outstanding because:

- The childminder does not always gain enough information from parents about their child's likes and what they already know and can do when they first start, to help her plan more effectively for their learning from the outset.
- The childminder has not fully considered how she can broaden her own professional development, to further enhance her knowledge and skills and raise the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- obtain more detailed information from parents about children's prior achievements, likes and interests when children first start, to help plan more effectively for their learning from the outset
- make the most of professional development opportunities and focus more precisely on broadening knowledge and skills to raise the quality of teaching to the highest level.

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 and spoke with children during the inspection.
- 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 took account of the views of parents from feedback provided by the childminder for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection matters and understands her responsibility to protect children and keep them safe. She knows the procedure to follow to make a referral if she is concerned about the welfare of a child in her care. She undertakes regular safeguarding training to keep her knowledge and skills up to date. The childminder has a range of policies and procedures in place that underpins and strengthens her good practice. She regularly meets up with other local childminders to share good practice and exchange activity ideas.

Quality of teaching, learning and assessment is good

The quality of the childminder's teaching is good. She accurately completes observations and assessments of children's ongoing learning. She uses this information effectively to help her plan a wide range of interesting activities that promotes children's next steps in learning. For example, as children explore creative craft activities, the childminder encourages them to name colours, count and identify and compare different shapes. Children describe the 'big elephant ears' and demonstrate their precise eye for detail as they make decisions about where the 'two wiggly eyes' should go. The childminder further extends children's learning as they share a favourite elephant story and make comparisons with the models they have made. Children show a keen interest in letters and sounds. For example, they demonstrate good pencil control as they skilfully write the initial letter of their name and the childminder reinforces their learning as she sounds out the corresponding letter sounds.

Personal development, behaviour and welfare are good

The childminder is a positive role model and children behave extremely well. They know the daily routines and enjoy taking responsibility for carrying out simple tasks. Children use their manners routinely and demonstrate empathy and respect. Children feel at ease in the childminder's care and she encourages them to follow their own interests and independently access toys and resources for themselves. The childminder values children's contributions and helps them to understand about taking risks and keeping themselves safe through routine discussions. Children demonstrate good hygiene practices and learn about making healthy choices. They have daily opportunities to participate in physical exercise and learn about the community in which they live. For example, they walk with the childminder to take the older children to school and regularly visit local parks and attend stay-and-play groups.

Outcomes for children are good

Children are enthusiastic learners and remain focused in their play for extended periods of time. They are happy to participate in adult-led activities with the childminder and also enjoy initiating their own play ideas. For example, they shape dough to make cakes, decorate them with glitter and cook them in their pretend oven. Children make good progress in their learning and quickly gain the skills they need for their next stage in development and are well prepared for when they make the move on to school.

Setting details

Unique reference number	226692
Local authority	Leicester
Inspection number	10070953
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 April 2015

The childminder registered in 1984 and lives in Leicester. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

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