

# Childminder report

<b>Inspection date</b>	30 January 2019
Previous inspection date	30 June 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

### **This provision is good**

- The childminder provides a welcoming home-from-home environment and has a calm and caring manner. She forms strong bonds with children. The childminder knows them very well and tailors her practice to their individual needs. Children show that they feel safe and secure and have a strong sense of belonging.
- Children behave well. The childminder is a good role model and children respond positively to appropriate boundaries and rules to keep themselves safe. Older and younger children play well together and show close friendships.
- The childminder works closely with parents. A regular two-way exchange of information between them ensures they are fully aware of their children's learning and any changing needs. Parents comment positively about the service the childminder provides and the progress their children make.
- Children enjoy their time with the childminder. They are eager to learn and willingly join in with activities. Children concentrate well and become engrossed in their chosen play. They make good progress from their starting points.
- The childminder does not consistently give children opportunities to find ways to solve problems and do things for themselves.
- The childminder does not always monitor children's progress precisely enough to enable her to accurately identify where they will benefit from an even greater level of challenge.

## What the setting needs to do to improve further

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

- enhance opportunities for children to solve problems and do things for themselves
- monitor children's progress more precisely to identify and provide further challenge to help them make the best possible progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children during the inspection. She observed the interactions between the childminder and children and discussed children's learning and their progress.
- The inspector looked at a range of documentation with the childminder, including policies, evidence of suitability of household members and observation and assessment documentation.
- The inspector discussed the childminder's self-evaluation.
- The inspector took account of the written views of parents.

### Inspector

Claire Muddimer

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder regularly updates her knowledge about child protection and ensures her procedures reflect up-to-date guidance and legislation. She has a good knowledge and understanding of the signs and symptoms of abuse and what to do if she has a concern about a child's welfare. The childminder supervises children closely and maintains required ratios at all times. She completes regular risk assessments to ensure her home is safe for children. The childminder has an organised approach to her childminding. She maintains detailed policies and procedures to underpin her good practice. The childminder regularly meets with other childminders and accesses professional development opportunities to help improve her knowledge and skills.

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

The childminder is qualified and experienced. Teaching is good. The childminder provides activities that are well suited to children's individual interests and how they prefer to learn. Children eagerly explore a large tray containing different coloured rice, scoops, containers and weighing scales. Younger children show good dexterity as they pick up the rice and feel the grains between their fingers. Older children use scoops to fill containers and carefully pour rice from one to the next. The childminder extends children's learning further by introducing numbers and some mathematical language. She encourages children to count the number of scoops and consider whether the containers are full or empty. Children maintain their interest for sustained periods of time. They help themselves and add more resources provided by the childminder to build on their own ideas.

### Personal development, behaviour and welfare are good

Children enjoy daily outings to toddler groups and parks in the local community. They develop their social skills as they play with other children. In addition, children gain a greater awareness of the world around them through these activities. The childminder supports children to lead a healthy lifestyle effectively. She teaches them to follow good hygiene routines. Children wash their hands before eating and cover their mouths when they cough. They sit together at meal times. The childminder encourages children to use good table manners and this promotes their social skills well.

### Outcomes for children are good

Children are making good progress that is typical for their age. They are developing skills that they need to support their future learning and move to school. Children develop good communication and language skills. Older children engage in lively conversations and younger children make sounds and practise saying words as they play. Children develop good physical skills as they learn to handle tools correctly. They share a sense of achievement as they successfully use scissors to cut dough and pick up cotton wool balls with tweezers.

## Setting details

<b>Unique reference number</b>	EY234822
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10070986
<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>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	30 June 2015

The childminder was registered in 2002 and lives in Hinckley, Leicestershire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

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