

Childminder report

Inspection date	14 February 2019
Previous inspection date	6 August 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

This provision is good

- The childminder effectively supports children's emotional needs and well-being. Children are settled and develop a strong sense of belonging. They form close attachments with the childminder and respond happily to the childminder's friendly, reassuring approach.
- The childminder actively encourages children's good behaviour. Children play cooperatively alongside one another. The childminder teaches them good manners and how to share and take turns. She gives children regular praise and encouragement. Children behave well.
- The childminder has a good understanding of how children learn. She enthusiastically joins in with their play and takes time to show them how things work. She provides a wide variety of activities to support children's interests and engage their involvement. Children make good progress in relation to their starting points.
- The childminder establishes good relationships with parents. She seeks information from parents to help her provide for children's care needs. Parents are kept well informed about their child's general well-being and progress. This helps to encourage consistency of care between the setting and home.
- The childminder values professional development to build on her good knowledge and skills. For instance, she reads childcare journals, newsletters and websites to gain ideas for different activities to further support children's learning.
- Sometimes, the childminder does not monitor children's progress rigorously enough to ensure the support she provides is sharply focused, to help them make the best possible progress.
- Although the childminder does make effective use of her links with most of the other settings children attend, she has not yet succeeded in establishing effective links with all settings.

What the setting needs to do to improve further

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

- strengthen the systems used to monitor and track children's development to ensure the support provided is sharply focused, to help them make the best possible progress
- build on the partnerships with other settings children attend to provide even greater continuity in children's learning.

Inspection activities

- The inspector spoke with the children and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder. She discussed children's assessments, their learning and development and the progress they make.
- The inspector took into account the views of parents and carers through comments provided by the childminder and written questionnaires completed by the parents and carers.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of qualification certificates. She also looked at documentation linked to the childminder's professional development.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder attends safeguarding training to keep her knowledge up to date. She demonstrates a secure understanding of child protection issues and understands her responsibilities. She knows what to do if she has a concern about a child's welfare or if an allegation is made about her. The childminder checks for any risks within her home daily to ensure these are minimised and it is safe for children to play. In addition, she teaches children to manage their own safety, such as how to climb the slide carefully and to cross the road with caution. Overall, the childminder continually reflects on her practice to make ongoing improvements and help improve the outcomes for children. For example, she intends to use the garden more to help extend learning for those children who prefer to play outside.

Quality of teaching, learning and assessment is good

Overall, the childminder promotes children learning effectively. She uses her childcare knowledge and qualification to ensure children learn well. The childminder effectively supports children's communication and language skills. For example, she skilfully asks older children questions to develop a conversation and to encourage their speaking and thinking skills. Young children benefit from the childminder singing nursery rhymes with them. They excitedly join in actions and enthusiastically sing along. The childminder encourages children to develop their small-muscle skills. For example, children carefully pick up pieces and join these together as they complete jigsaws. The childminder extends this activity further and talks to older children about straight lines and corners, developing their knowledge of mathematical language.

Personal development, behaviour and welfare are good

The childminder provides a warm and safe environment for children to play and learn. Children are confident and show that they are comfortable in their surroundings. They move around the rooms choosing their play. Children benefit from lots of outings to enrich their experiences, learning and social skills. The childminder encourages parents to share information about children's home lives, and provides activities to help children learn about diversity, such as exploring different cultural celebrations. The childminder teaches children about healthy lifestyles, such as washing their hands before eating meals. She provides healthy, fresh fruit and vegetables for snack and children benefit from fresh air and exercise.

Outcomes for children are good

All children, including funded children, are gaining good skills to help them with their future learning and eventual move to school. They are developing in their typical age range. They are confident, independent and develop strong personal skills. Older children are developing good early literacy skills. They enjoy looking at books and concentrate well as they listen to stories. They anticipate what might happen next and repeat familiar phrases. They are beginning to write their names. Younger children develop good physical skills. They can climb, balance and are learning how to hop.

Setting details

Unique reference number	EY427239
Local authority	Derbyshire
Inspection number	10071591
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 August 2015

The childminder registered in 1995 and lives in Stanley Common, Ilkeston. She operates from 8am until 6pm, Monday to Friday, all year round, except for Christmas, bank holidays and family holidays. The childminder holds an early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

