

Childminder report

Inspection date	1 March 2019
Previous inspection date	5 March 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 ensures that the environment is secure and welcoming for the children and their parents. She carries out regular and effective risk assessments to help keep children safe in her home.
- The childminder is kind and caring. She provides a warm 'home-from-home' environment for the children. Children form good bonds with the childminder. They are happy and settled in her care.
- Partnerships with parents are good. The childminder engages in open, two-way communication with parents to ensure continuity of care routines and learning opportunities.
- The childminder observes children at play and makes accurate assessments of their achievements. This helps her to support children and build on what they already know and can do, and contributes to the good progress they make in their learning.
- The childminder takes into account children's interests when planning activities. Older children are extremely eager to learn and participate in activities happily, showing high levels of concentration. Babies are curious and show a keen interest in their surroundings.
- The childminder sets clear boundaries for behaviour. Children show high levels of self-confidence and have a good understanding of what is right and wrong. Their behaviour is good.
- The childminder has not pursued her own professional development to the fullest extent to extend her knowledge and skills even further.
- At times, the childminder does not make the most of opportunities to support children's growing communication and language skills.

What the setting needs to do to improve further

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

- build on the arrangements for professional development to focus more precisely on raising the quality of teaching to an outstanding level
- find ways to make the most of opportunities to support children's growing communication and language skills by repeating words and phrases.

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector spoke with the children during the inspection.
- The inspector looked at children's learning journal records, the systems for the monitoring of children's progress, a selection of policies and procedures and children's records.

Inspector

Anita Walker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of her role in keeping children safe. She ensures her safeguarding knowledge is current, for example through regular training and accessing information online. She knows what to do should she have any concerns about the well-being of a child. The childminder understands wider safeguarding issues and knows what she should do in situations, such as where children may be exposed to extreme views or behaviours. She follows her policies to ensure the smooth running of the setting and to promote children's welfare. The childminder has a good knowledge and understanding of her responsibilities to meet all early years requirements. She evaluates the quality of the provision regularly and adapts the environment to meet the developmental needs of children in her care. The childminder takes children on visits in the community, for example to the shops and library, to learn about the local area. She considers children's safety when she plans trips out and accurately identifies and minimises potential risks.

Quality of teaching, learning and assessment is good

The childminder gets to know the children very well. Ongoing observations of children's development enable her to identify and target gaps in their learning quickly. The childminder gets down to children's level and is playful in her interactions, which in turn stimulates them to join in. Children demonstrate an early understanding of mathematics. The childminder encourages them to count and identify shapes as they play. The childminder supports children's interest in books. Children are beginning to select their favourites for the childminder to read. They laugh together as they make the correct animal noises from the story.

Personal development, behaviour and welfare are good

The childminder gathers detailed information about children's care routines and their likes and dislikes. She meets their emotional needs well and children settle quickly. The childminder responds to babies' needs by sensitively providing warm and consistent care, such as cuddles and smiles, to support their emotional well-being. Children develop caring relationships with each other and they learn how to share and take turns. For example, the childminder encourages children to take turns with the rolling pin and cutters when using modelling dough. The childminder meets with other childminders regularly. This promotes the children's personal and social skills well. For example, they attend play areas together and mix with other minded children.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their individual starting points. Children develop good skills to support their future learning and eventual move to school. The childminder provides a stimulating environment for children to explore. Children are independent and choose resources to enhance their play. They are creative and learn to use their imaginations successfully, such as pretending to make ice creams from building blocks.

Setting details

Unique reference number	EY291481
Local authority	Leicester
Inspection number	10070958
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 March 2015

The childminder registered in 2004 and lives in Leicester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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