

Childminder report

Inspection date	19 March 2019
Previous inspection date	16 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 provides children with a welcoming homely environment where they feel safe and secure and make good progress.
- The childminder considers ways to develop the quality of her practice further. She is conscientious and eager to ensure that she offers children the best possible opportunities while they are in her care.
- The childminder has developed positive partnerships with parents. She talks to them each day about the activities that their children have enjoyed and keeps them informed about the progress that their children make.
- Children have developed close attachments to the childminder. They go to her when they need comfort or reassurance. This helps to support children's emotional well-being.
- Children's behaviour is good. Children play alongside one another well. Older children show tolerance to their younger peers. The childminder is consistent in her expectations of children. She frequently praises them for their achievements.
- The childminder has developed her skills since the last inspection. However, she does not yet focus her professional development sufficiently on enhancing the quality of her teaching and learning outcomes for children.
- The childminder observes children as they play. This assists her in making accurate assessments of their current developmental stage and helps her to plan for next steps in their learning. However, the childminder does not always take children's differing learning styles into consideration.

What the setting needs to do to improve further

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

- strengthen the programme of professional development, to raise the quality of teaching and the learning outcomes for children to the highest possible level
- consider the differing ways in which children learn, to plan even more precisely for children's next steps in learning.

Inspection activities

- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and other household members and looked at relevant documentation.
- The inspector took account of the views of parents from information provided by the childminder.

Inspector

Ann Lee

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has completed training to assist her in understanding her responsibilities with regard to child protection. She knows what action to take if she has any concerns over the welfare of a child. The childminder ensures that children play in a safe and secure environment. Children are well supervised at all times. The childminder makes sure that children are offered a broad and interesting range of activities. This helps to motivate and inspire children's learning. Parents speak highly of the care that the childminder provides and the progress that their children make. The childminder offers guidance to parents to assist them to support their children's ongoing learning at home. Partnerships with outside agencies and other childcare providers ensures a collaborative approach to children's care and learning.

Quality of teaching, learning and assessment is good

The childminder understands how children learn. She makes sure that everyday opportunities, such as a walk to the local shops, provide children with enjoyable learning experiences. For example, she encourages children to count the number of drains in the road and to identify the different colours on the buses. Children's speaking and listening skills are effectively promoted by the childminder. She enthusiastically encourages children to participate in conversations with her. For instance, the childminder and older children discuss whether or not the tennis rackets need replacing. Younger children's verbal contributions are equally valued. Children are learning the pleasure of exploration and investigation. They spend long periods of time exploring the sensory experience of sand. The childminder ensures that activities captivate the interest of children of all ages.

Personal development, behaviour and welfare are good

The childminder has a natural rapport with children. This helps children to feel relaxed and comfortable in her care. The childminder works closely with parents to gain information about their children's individual needs and interests. She provides children with familiar, well-structured routines that assist them in settling quickly. Children of all ages show confidence as they enthusiastically interact with visitors. The childminder works hard to support children to understand the benefits of developing a healthy lifestyle. She encourages children to enjoy nutritious food that may, initially, be unfamiliar to them. Children have lots of opportunities to be physically active in the fresh air. They enjoy experiences further afield, such as bus journeys to the city centre. This promotes children's awareness of the world beyond their immediate community.

Outcomes for children are good

All children make good progress from their starting points in their learning. Gaps in children's development are swiftly identified and appropriate support implemented to help them to catch up quickly. Even very young children show that they are confident, enthusiastic learners. Older children are developing independence. They are learning how to do things for themselves and to take responsibility for keeping themselves safe. Children are gaining valuable skills that will assist them as they proceed to the next stage in their learning or move to school.

Setting details

Unique reference number	EY420991
Local authority	Leicester
Inspection number	10070964
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 March 2015

The childminder registered in 2010 and lives in Leicester. She operates her provision all year round from 6.45am to 7pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder receives funding for free early years education for 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

