

Childminder report

Inspection date

1 April 2019

Previous inspection date

16 December 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 has good systems in place to monitor children's progress so that any gaps in their development can be identified and quickly addressed.
- Partnerships with parents are effective. The childminder exchanges information regularly and encourages parents to contribute to their children's learning at home.
- The childminder passes on information about children's learning to schools and other early years settings when children move on. She prepares children well for their future learning.
- The quality of teaching is good. The childminder observes children as they play, offering ideas and introducing additional toys to continually challenge children and engage them in learning. Children enjoy their time with the childminder.
- The childminder evaluates the service she provides. She identifies her strengths and recognises areas where she can improve. For example, she has extended the range of books on offer to support children who speak English as an additional language.
- Children make good progress in their development. The childminder regularly observes and assesses children's progress. She plans a wide variety of appropriate activities and resources based on children's interests.
- Children settle quickly into the setting and soon become familiar with the routines and expectations of the childminder. They respond positively to her guidance and support.
- The childminder does not gather detailed information from parents about what their children can do to support her in identifying their starting points.
- The childminder does not consistently make the best possible use of assessment information to plan precisely for children's next steps in learning.

What the setting needs to do to improve further

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

- extend information gathering from parents, to include children's prior knowledge and skills when they first start at the setting
- make effective use of the already good information gained from observations and assessments to focus precisely on what children need to do next to help them to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including the childminder's self-evaluation and evidence of the suitability of the adults living on the premises.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector took account of the written feedback from parents.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder fully understands her legal responsibilities to report any concerns she has regarding a child's welfare. She has a secure knowledge of the possible signs and symptoms of abuse and the wider issues surrounding child protection. For example, she understands how to identify children who may be at risk from being exposed to extreme ideas. The childminder completes risk assessments for the premises and outings to help minimise hazards to children. She takes advantage of training opportunities to help increase her knowledge and skills. For example, she considers how different approaches to teaching mathematics help children to build on what they know and can do well.

Quality of teaching, learning and assessment is good

The childminder uses her teaching skills very well to encourage children's communication and language development. She plays alongside them, encourages children to use their imagination and introduces new vocabulary effectively. For example, in role-play situations she discusses how they diagnose what is wrong with the patient. They use a toy thermometer to take the patient's temperature and give her 'injections' to stop the fever. The childminder uses her experiences of working with children particularly well. She adapts planned activities in line with children's interests to help ensure they lead their own learning during play. The childminder promotes children's interest in books well. Children independently select their favourite books to look at and visit the local library to further build on their interests. They develop good small-muscle skills as they use bricks to build structures and balance these to make different buildings for their play street.

Personal development, behaviour and welfare are good

The childminder provides a warm and friendly environment for children. They settle quickly and are happy in her care. Children develop positive relationships with the childminder. They independently access a wide range of toys and equipment, suitable for their ages and stages of development. This promotes their independence well. Children have plenty of opportunities to lead a healthy lifestyle. They regularly visit the parks and benefit from being active outdoors. They build on their growing physical skills through activities that include climbing, balancing and ball games. The childminder works with parents to help ensure children have healthy lunches. She considers different ways in which to help children learn about the similarities and differences of people and communities beyond their own. For example, children experience food tasting activities and learn about local and national festivals.

Outcomes for children are good

Children make good progress in all areas of learning and are working within the stages of development expected for their age. Their mathematical skills are emerging. Children count as they play and can group objects by size and colour. They are developing their literacy skills. Children enjoy finding out new information using factual books. They listen well and demonstrate that they understand questions and instructions. All children develop good skills in preparation for their future learning and moving on to school.

Setting details

Unique reference number	EY350855
Local authority	Leicester
Inspection number	10071641
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 December 2015

The childminder registered in 2007. She lives in New Parks, Leicestershire. She operates seven days a week from 6.30am to 6pm all year round, including bank holidays, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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