

Childminder report

Inspection date	25 June 2019
Previous inspection date	7 October 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 supports children's emotional needs and well-being effectively. She provides children with reassurance, encouragement and praise as they play. Children are happy and share warm, close relationships with the childminder and one another.
- The childminder is a good role model for behaviour. Children behave well and play cooperatively alongside one another. The childminder teaches children good manners and how to share and take turns.
- All children are well prepared for the next stage in their learning and development, including the move on to school. The childminder provides children with a stimulating learning environment to help promote their learning. She weaves learning opportunities into children's interests and provides children with a wide range of toys and activities.
- The childminder helps children to develop good communication and language skills. She uses good eye contact as she speaks to children and encourages them to repeat words to help expand their speaking skills. She listens to what children have to say and skilfully asks questions to help them think.
- Partnerships with parents are well established. Parents are well informed about their child's general well-being and progress. The childminder works closely with them to help ensure she successfully meets children's individual care needs. This helps to encourage consistency of care between the setting and home.
- The childminder reflects well on the quality of her provision and uses the information to make improvements for children. For example, she has obtained more resources to help teach children about the world around them.
- The childminder does not consistently make the most effective use of her assessments of children's learning. She does not focus precisely enough on what children need to learn next to help them achieve at the highest level.

What the setting needs to do to improve further

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

- make more effective use of the information gathered from assessments to focus more precisely on what children need to learn next to help them make progress to the highest possible level.

Inspection activities

- The inspector had a tour of the childminder's home and viewed the areas in the home and garden that are used for childminding. She spoke with the children and the childminder, at convenient times, during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the childminder to assess the impact of her teaching on children's learning. She discussed children's assessments, their learning and development and the progress they make.
- The inspector took into account the written views of parents provided on the day of the inspection.
- The inspector reviewed all relevant documentation, including children's records, policies and procedures and evidence of the suitability of those living on the premises.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a secure understanding of child protection issues and understands her responsibilities. She knows how to report any concerns about the welfare of a child in her care. She checks for and minimises any identified risks within her home to ensure it is safe for children to play. The childminder understands her responsibility for data protection and keeps children's records safe. She values professional development to help build on her good knowledge and skills. For instance, she attends training and reads childcare journals, newsletters and websites. This helps her identify ideas for different activities to further support children's learning. She has recently attended a course on developing language skills for children aged nought to three. This helps her enhance how she teaches communication and language skills to children.

Quality of teaching, learning and assessment is good

The childminder is well qualified. She uses her knowledge of child development effectively to promote children's learning. The childminder interacts with children in a positive way and joins in their play. She gets down to children's level and plays alongside them. This helps the children to develop their confidence and motivates them successfully. She uses effective teaching methods to help children make good progress. For example, she talks to children as they play, showing genuine interest and enthusiasm for what they choose to do. Children enjoy books and choose favourite ones to share with the childminder. They cuddle close to her and benefit greatly from the individual attention they receive. The childminder captures opportunities to build on children's learning well. For example, she uses the story of a hungry caterpillar to help teach the children about the life cycle of a butterfly.

Personal development, behaviour and welfare are good

The childminder knows the children well and supports their physical needs effectively. Children demonstrate that they are independent and manage their personal care needs well. They show self-confidence as they move around the rooms choosing their own activities and play. The childminder ensures that children have daily opportunities to exercise and play outdoors. She provides children with healthy snacks and meals and helps them develop good hygiene routines. She helps them learn about how to use the bathroom and wash their hands. She encourages children to care for their environment and the toys and to take responsibility for their play. For example, when children finish playing, they help to tidy up. The childminder ensures that children learn to respect and value each other's similarities and differences. She provides opportunities for children to learn about various festivals to extend their knowledge of the wider world.

Outcomes for children are good

All children, including those in receipt of funding, make typical progress. They concentrate, listen and have a positive attitude to their learning. Children are well motivated, engage well in their play and are actively involved. They develop good physical skills. For example, younger children enjoy completing jigsaw puzzles. Older children hold pencils and learn to write their name.

Setting details

Unique reference number	EY435150
Local authority	Derby
Inspection number	10106567
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 October 2015

The childminder registered in 2011 and lives in Allenton, Derby. The childminding provision operates all year round from 8am until 5.30pm, Monday to Friday, except for Christmas and bank holidays and family holidays. The childminder is in receipt of funding for free early education for two- and three-year-old children. She holds an early years qualification at level 3.

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