

Childminder report

Inspection date	16 July 2019
Previous inspection date	23 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

- Children's safety is prioritised. The childminder keeps her home safe and secure and completes daily checks on the environment. This helps to ensure that any potential risks to children are minimised. Children play and learn in an environment that is safe.
- Children are confident and form strong relationships with the childminder, assistant and each other. Babies settle quickly and are confident to explore their new surroundings. Older children help younger children throughout the day. This builds on all children's self-esteem and confidence.
- The childminder and her assistant enthusiastically join in with children as they play. They use opportunities during children's self-chosen play to build on their learning. Children show good levels of engagement and enthusiasm. They make consistently good progress.
- The childminder and her assistant work well together. They provide a well-organised setting where children can make choices about what they play with. Children enjoy finding different resources and are confident to ask for toys if they cannot reach them.
- Children respect each other. They learn about differences in cultures and backgrounds through different activities, experiences and resources. The childminder finds out about the children's own religions, cultures and beliefs. She uses this information to help other children learn all about similarities and differences. Children enjoy learning about different festivals and trying new foods.
- Although the childminder and assistant ensure all mandatory training is completed and up to date, they do not focus enough on professional development opportunities that will help to raise the quality of their teaching to an even higher level.
- The childminder does not consistently use her knowledge of what children need to learn next to plan highly effective and challenging experiences that will help to accelerate children's learning.

What the setting needs to do to improve further

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

- focus more precisely on professional development opportunities that will help to raise the quality of teaching, so that children benefit from learning experiences that are informed by best practice for their developmental stage
- develop planning for children's learning more consistently and use this information to plan challenging experiences that will help children to make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and children during the inspection.
- The inspector completed a joint observation with the childminder. She held discussions with the childminder and assistant to evaluate the activity observed together.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of parents' written views left for the inspector on the day of inspection.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

The childminder is extremely experienced and manages her setting well. Arrangements for safeguarding are effective. Both the assistant and childminder clearly understand their responsibilities in protecting children. They are well aware of who to report to should they be concerned that a child is being harmed. The childminder works closely with her assistant. They know each other very well and understand one another's strengths and weaknesses. The childminder uses this knowledge alongside information gained from children and parents to identify areas to improve on. The childminder has formed good relationships with parents. She values parents' input and recognises parents as their children's first educators. Parents' comments outline their appreciation for the care that the childminder shows towards their children.

Quality of teaching, learning and assessment is good

The childminder arranges the learning environment well and creates spaces for children to explore their learning independently. Older children relish the freedom to choose to play between the inside and outside environments. The childminder and her assistant adapt activities that children are engaged in. This supports children's emerging interests and motivation. For example, as children play with dolls and pushchairs, they add blankets and accessories. The childminder talks about taking the baby for a walk. Even the youngest of children are focused and interested for a good amount of time. The childminder supports young toddlers' communication development effectively. While in the garden, the childminder helps children to recognise the different sounds they can hear. Later on, children independently point to the sky and say, 'Plane' and shout, 'Lawnmower' when they can hear the next-door neighbour cutting the grass.

Personal development, behaviour and welfare are good

The childminder spends time getting to know children and families before they start. She gathers lots of information that helps her to settle new children in quickly and with ease. As a result, children's and babies' needs are quickly met and with great care. The childminder helps children to develop good hygiene practices and independence. She teaches them to wash their hands before eating and after going to the toilet. Children learn about healthy food through different activities and discussions with the childminder and assistant. For example, they talk about their favourite fruit and the contents of the childminder's home-made soup. Children play outside daily and are developing good physical skills. Children learn to climb, balance and run with coordination.

Outcomes for children are good

Children make good progress in relation to their starting points and are working at the stages typically expected for their age. Older children have good levels of independence and begin to develop confidence in larger groups in preparation for starting school. They develop good early literacy skills. Children have a love of books and listen intently as the childminder enthusiastically reads to them. They can recognise some letters and enjoy mark making in the sand. Young toddlers start to use mathematical language and count independently during their play. For example, they talk about needing more sand to fill up their bucket and count to three before knocking it down again.

Setting details

Unique reference number	260310
Local authority	Leicester
Inspection number	10106222
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 March 2015

The childminder registered in 2002 and lives in Braunstone, Leicester. She operates all year round from 7.30am to 6pm, five days a week, except for bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early years education for two-, three- and four-year-old children.

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