

# Childminder report

<b>Inspection date</b>	2 August 2019
Previous inspection date	13 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 checks on her provision well to identify improvements to her practice. She seeks the views of parents and has a clear vision of improvement to help further promote outcomes for children. Since the last inspection, she has extended the resources to enhance children's role play.
- The childminder and her assistants are enthusiastic and friendly. They provide an inviting, comfortable environment where children can explore and become independent in their play. Children are happy and show that they have strong attachments with the childminder and her assistants. They benefit from the good-quality care the childminder consistently provides.
- The childminder uses effective monitoring of children's progress to help her identify what children know and can do. She uses this information to plan for children's individual next steps in learning and to identify any gaps in their development. All children make good progress. They are acquiring skills for their future learning and eventual move to school.
- The childminder promotes children's early language skills well. For example, during play experiences, she constantly narrates what children are doing and introduces new words to extend their vocabulary. She gives children time to think and respond.
- The childminder has established good partnerships with parents. She has daily conversations with them to help keep them up to date with their children's achievements and development. The childminder invites parents to tell her about what children have learned at home. This helps to provide continuity in children's care and learning.
- Although children spend lots of time outdoors, the outdoor activities are mainly based around promoting their physical development. The childminder does not always give children who prefer to play outside the chance to develop their skills in other areas of learning.
- The childminder does not make the most effective use of professional development to help raise the quality of her and her assistants' teaching to an even higher level.

## What the setting needs to do to improve further

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

- enhance the use of the outdoors to incorporate further experiences in all areas of learning, in order to help stimulate even more those children who prefer to learn outdoors
- explore further professional development opportunities and raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector viewed the areas of the home used by children. She spoke to the children and assistants at convenient times throughout the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder and discussed the quality of teaching. She also held a meeting with the childminder to provide feedback.
- The inspector observed the childminder and her assistants' interactions with children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback provided.
- The inspector sampled a range of documentation, including qualifications, policies and procedures, and checked evidence of the suitability of the childminder, her assistants and persons living in the household.

#### Inspector

Jan Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is vigilant in protecting the children in her care. She ensures that her safeguarding knowledge is current. She has a good understanding of the procedures to follow to help protect children's welfare and to keep them safe from harm. The childminder has helped her assistants to understand how to identify any children who may be at risk. She supports her assistants in their practice, holds meetings and observes their interactions with the children. This means the childminder can monitor her assistants' performance effectively to ensure they know their roles and responsibilities. The childminder establishes good partnerships with other settings and professionals.

### Quality of teaching, learning and assessment is good

The childminder is well qualified and experienced. She has a good understanding of how to support children's learning. The childminder provides children with a good range of challenging activities to enable them to progress further. She and her assistants interact well with the children, guiding and supporting them when necessary. The childminder provides children with activities that are of interest to them. This is evident when she plans a play dough activity. Children become fully engaged in the activity. Younger children enjoy squeezing and pulling at dough, using their fingers and hands well. Older children manipulate the dough and make flowers. The childminder uses this activity effectively. She encourages the children to make patterns and helps them to draw zigzags in the dough. The childminder further aids children's mathematical development as she uses words such as 'long' and 'short' and counts with them to find out how many flowers they have made.

### Personal development, behaviour and welfare are good

The childminder carefully nurtures children's emotional well-being. She works closely with parents to learn about children's preferences and routines. Children settle quickly and are ready to learn. The childminder and her assistants are responsive to children's needs and provide a good level of care. For example, they know children's signs of being hungry and tired and act accordingly. They share a good understanding of their responsibility to keep children safe. For instance, they carry out daily risk assessments of the premises and teach children to use the equipment in the garden safely. The childminder sets high expectations for children's behaviour. Children are tolerant, kind to each other and respectful of the childminder and their friends. The childminder promotes healthy lifestyles. She provides balanced meals on a daily basis and plenty of exercise.

### Outcomes for children are good

All children show a clear motivation to learn and develop independence and confidence. Children continually engage in good-quality learning experiences and are inquisitive and explore the opportunities on offer well. They behave well and develop positive attitudes towards their learning. All children develop good physical skills. Younger children learn to climb up and down slides and older children excitedly balance along larger equipment in the garden.

## Setting details

<b>Unique reference number</b>	EY335491
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10073678
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	13 July 2016

The childminder registered in 2006 and lives in Ripley, Derbyshire. She operates all year round from 6.30am until 6pm, Monday to Friday, except for Christmas, bank holidays and family holidays. The childminder holds an early years qualification at level 3. She offers funding for free early education for two- and three-year-old children. The childminder works with two assistants daily.

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