

Childminder Report

Inspection date

19 October 2017

Previous inspection date

29 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 uses self-evaluation successfully to identify areas for improvement and to ensure positive outcomes for children. She gathers regular feedback from parents and has addressed the weaknesses identified at her last inspection.
- Children are happy and confident in the childminder's care. The childminder has a friendly disposition and is kind and patient. Children share close and warm relationships with her, feel safe and are emotionally secure.
- Children make good progress from their individual starting points. The childminder uses her assessments effectively, to help her to identify any gaps in learning promptly. She observes what children can do and plans well for the next stages of their development.
- The childminder is a good role model and has high expectations of children. Children gain good social skills and behave very well.
- Partnerships with parents are strong. The childminder uses effective two-way communications to foster a shared approach to children's care and learning. There is good communication and daily exchanges about activities at the setting and home.

It is not yet outstanding because:

- At times, due to her enthusiasm, the childminder offers solutions too quickly and does not give children time to solve problems and think critically.
- The childminder does not exchange information with all the other settings that children attend, to help to fully complement 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:

- increase opportunities for children to develop their thinking skills and solve problems for themselves
- strengthen partnerships with other settings children attend and gather more information to complement teaching and support children's learning further.

Inspection activities

- The inspector had a tour of the provision and looked at the toys the children use. She observed the interactions between the childminder and children during activities indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and her co-minder, and spoke to the children at appropriate times during the inspection. She carried out a joint evaluation of an activity with the childminder.
- The inspector took into account the views of parents and carers from information gathered by the childminder.
- The inspector discussed with the childminder the children's development and the progress they were making in their learning.
- The inspector checked evidence of the suitability of the childminder and discussed her self-evaluation process, training opportunities and her safeguarding procedures.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the signs and symptoms that would cause concern about a child's welfare. She routinely refreshes her knowledge, so she is confident about how to recognise, record and report any concerns she has for a child's welfare. She conscientiously risk assesses activities and her home for potential hazards to help ensure children can play in a safe environment. The childminder explores regular professional development opportunities to help her reflect on her practice. She makes good use of what she learns to help improve outcomes for children. For example, she is seeking to develop her knowledge of outdoor learning, to help her support children who prefer to play outside even more effectively.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of what children need to help them learn. She is skilled at using children's interests to create learning opportunities. For example, during an activity to paint the walls outside with water, the childminder encourages children to write their name and to draw and make marks, enhancing their literacy skills effectively. Children engage in a wide range of challenging activities, they become absorbed in activities, and are supported to persevere and build on their existing skills and knowledge. The childminder extends children's communication and language development well. She sits at their level to maintain good eye contact and responds well to their comments to encourage continued discussion.

Personal development, behaviour and welfare are good

The childminder's home is welcoming and inviting. Children are self-assured and relaxed in the childminder's care. They confidently follow their own interests and select resources to support their play. The childminder promotes children's good health and safety successfully. She supports children to manage their personal needs and to follow good hygiene procedures. The childminder successfully promotes healthy lifestyles. For example, she provides nutritious healthy meals and snacks, and children enjoy fresh air and exercise every day. The childminder provides children with good experiences which develop their understanding of diversity beyond their immediate family experience.

Outcomes for children are good

Children make good progress in their learning and development. They are well prepared for the next stage of their learning and school. They concentrate and listen to stories well and talk enthusiastically about the pictures and characters. Children have a positive attitude to their learning and are well motivated. They learn how to use their small-muscle skills effectively. For example, they skilfully use scissors to cut out leaves and to write their name. Children count confidently and know their shapes and colours.

Setting details

Unique reference number	207720
Local authority	Derbyshire
Inspection number	1112689
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	22
Name of registered person	
Date of previous inspection	29 July 2015
Telephone number	

The childminder registered in 1990 and works with a co-childminder daily. She offers care Monday to Friday from 7am to 6.30pm, except for the week between Christmas and New Year, family holidays and bank holidays. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds an appropriate early years qualification at level 3.

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