

# Childminder Report

**Inspection date**

17 July 2015

Previous inspection date

16 March 2012

| <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        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Teaching is good and children are provided with a wide range of interesting activities and experiences. As a result, children are engaged, motivated and learn successfully through their play.
- The childminder has a secure understanding of safeguarding issues, gained through training, and implements clear procedures to protect children from harm.
- Children behave very well because the childminder is a good role model. She promotes children's positive behaviour through regular praise and encouragement.
- Children form positive relationships with the childminder, which means they are happy, settled and keen to explore and learn.
- The childminder places a strong focus on helping children develop communication and language skills. She uses skilful questions and repeats words to help them to gain confidence. This prepares children well for their eventual move to school.
- The childminder has developed very good working relationships with parents and the other setting children attend. This ensures children settle very well and information about their progress and care is effectively shared.
- The childminder is well qualified, which means she has a very good understanding of how children learn and develop.

### It is not yet outstanding because:

- The childminder does not always sufficiently target her programme of professional development, or evaluate its impact, to make sure she is helping children to make the very best possible progress.

## What the setting needs to do to improve further

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

- raise the quality of teaching to outstanding by targeting professional development and training, and evaluating the impact of new approaches on children's learning and achievements.

### Inspection activities

- The inspector toured the areas used for childminding.
- The inspector observed practice and interaction between the childminder and children during play activities.
- The inspector checked evidence of the childminder's suitability and qualifications.
- The inspector looked at the childminder's written policies and discussed her plans for improvement.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents from their written feedback provided by the childminder.

### Inspector

Ruth Hudson

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder effectively uses children's interests to help her plan a range of challenging activities that cover all areas of learning. She builds on what children already know and helps them learn new things through skilful teaching. The childminder provides activities that engage and stimulate children. For example, she takes children shopping for the ingredients to make pizzas. The children develop their physical skills as they learn how to safely cut up the ingredients and develop their creativity as they decorate their pizzas. They are fascinated as they observe the ingredients change as they cook. The children learn mathematical skills as the childminder encourages them to count objects and identify shapes as they play. Children are praised for their achievements. This means that they are motivated and eager to learn. The childminder's accurate observations and assessments of children provide her with a good base for planning children's next steps in learning. All children are making good progress as they are continually challenged to extend their understanding. As a result, they gain the skills they need to prepare them for starting nursery and school.

### **The contribution of the early years provision to the well-being of children is good**

The childminder provides a warm, safe and nurturing environment. As a result, children are happy and settled in her home. The childminder works with parents to ensure the children's individual needs are met. Children have access to a large range of resources both indoors and outdoors. The childminder talks to the children about what they want to play with before getting toys out. This enables children to make independent choices about what they want to do. The childminder is attentive to children's needs and ensures that children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health. The childminder promotes children's confidence and independence very well. She teaches children how to cross the roads safely as they walk to school and local parks. The childminder introduces young children to larger group activities when visiting local playgroup sessions. This helps to prepare them for the move on to nursery and school when the time comes.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder demonstrates a good understanding of the learning and development requirements. She implements robust risk assessments to keep children safe and secure in her home. The childminder effectively monitors the work of her assistant, observing her practice and offering suggestions for improvements. The childminder continually evaluates what is working well and what needs to improve. She takes into account the views of parents and children when planning changes. The childminder has successfully addressed all the recommendations from her last inspection. She has identified training to support her own and her assistant's professional development. However, this is not yet sufficiently targeted or evaluated to ensure that the good quality care and teaching continues to be enriched further.

## Setting details

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | 208047        |
| <b>Local authority</b>             | Derbyshire    |
| <b>Inspection number</b>           | 865518        |
| <b>Type of provision</b>           | Childminder   |
| <b>Registration category</b>       | Childminder   |
| <b>Age range of children</b>       | 0 - 17        |
| <b>Total number of places</b>      | 12            |
| <b>Number of children on roll</b>  | 7             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 16 March 2012 |
| <b>Telephone number</b>            |               |

The childminder was registered in 1995 and lives in Alfreton, Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children. The childminder has a childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

