

Childminder Report

Inspection date

13 October 2015

Previous inspection date

17 November 2011

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 accurately assesses and tracks children's learning and development. She identifies where swift interventions may be appropriate to ensure children receive the support they need.
- Children's good health is successfully promoted. They learn about hygiene practices, enjoy healthy snacks and participate in a variety of physical activities, both outdoors and in the local community.
- The childminder provides a safe environment and she supervises children at all times. She has a range of policies and procedures to help her manage her provision, along with risk assessments to help to keep children safe.
- The childminder establishes effective links and communication with other settings children attend, in order to support continuity in care and learning.

It is not yet outstanding because:

- The childminder does not always gather precise information about what children already know and can do when they start attending.
- On occasion, the childminder does not always give children opportunities to formulate a response to questions before asking further questions.

What the setting needs to do to improve further

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

- gain more detailed information about what children can already do when they join the setting
- give children enough time to think about and respond to questions.

Inspection activities

- The inspector observed the childminder's practice and her engagement with children throughout the inspection.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability, qualifications and recent training completed by the childminder and the suitability of all household members.
- The inspector viewed children's files and assessment records, relevant policies, procedures and health and safety documents.
- The inspector took account of the views of parents as written in recent letters.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a clear understanding of child protection procedures and knows how to record and refer concerns. She encourages children to identify potential hazards during their play and they are developing a good understanding of how to keep themselves safe. The childminder updates her knowledge effectively through training, in order to maintain and further raise the quality of practice. She is organised and ensures all aspects of children's learning and care are regularly reviewed. The childminder takes account of the views of parents and children as she evaluates her practice and provision. She identifies strengths and areas for further improvement, in order to refine and maintain the good quality of her provision.

Quality of teaching, learning and assessment is good

The childminder promotes children's learning well. She gathers information from parents when children first start, in order to help her to get to know them. However, the childminder does not always gather enough detailed information about children's skills and abilities before they start attending the setting. This means she cannot always plan precisely for their individual learning needs from the outset. The childminder spends time observing children to find out what they know, can do and enjoy, and she plans suitably challenging activities. Children develop a good awareness of numbers, shapes and colours through play. For example, as they play with the dough, children eagerly name the different shapes and colours they are making and count how many pieces they have. Children are motivated learners and spend sustained periods of time engaged in play. Overall, the childminder uses questions well to stimulate children's interest in activities and enhance their learning. However, she does not always give children enough time to process their thoughts and ideas before moving on. The childminder skilfully models language to extend children's vocabulary which helps to develop their skills for future learning.

Personal development, behaviour and welfare are good

The childminder's home is welcoming, child friendly and well equipped with a range of stimulating resources. This helps to encourage children's enthusiasm to learn and explore. The childminder frequently asks children for help with simple tasks. This gives them a sense of responsibility and promotes their self-esteem. Children behave well because the childminder is a good role model. She encourages children to use good manners, be kind and play cooperatively. Children learn to attend to their own personal care needs. The childminder offers them high levels of support during changes in their lives, such as starting nursery or school.

Outcomes for children are good

Children make good progress, including those who receive funded early education. Activities are well matched to children's needs. The childminder's skilful interactions support children's willingness to explore and try new things.

Setting details

Unique reference number	208053
Local authority	Derbyshire
Inspection number	864150
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	17 November 2011
Telephone number	

The childminder was registered in 1998 and lives in Pilsley, Chesterfield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and offers funded early education for two- and three-year-old children.

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