

# Childminder report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 22 November 2018 |
| Previous inspection date | 13 October 2015  |

| <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

### The provision is good

- The childminder is attentive to the individual needs of children. She supports their emotional well-being well and offers them affection when needed. Children are happy and settled and have close attachments with the childminder.
- The childminder shows commitment to her professional development to benefit the children in her care. She has used the knowledge gained from her training to increase her resources and experiences for children to develop their sensory skills.
- The childminder provides children with a warm, welcoming and well-resourced learning environment to support all areas of their development.
- The childminder is well-organised. She has a good range of procedures she follows to ensure she promotes the safety and welfare of children at all times.

### It is not yet outstanding because:

- Although the childminder observes children, she does not make the best use of the information gained. She does not always make precise assessments so that children make more rapid progress in their learning and development.
- The childminder has not yet established highly successful ways to share and exchange information with all other early years settings that children attend.
- The childminder does not make the best use of opportunities to encourage parents to share further information about their children's progress and development at home.

## What the setting needs to do to improve further

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

- make better use of observations to more accurately assess where children are in their development so that they make more rapid progress
- find more innovative ways to develop partnerships with other settings the children attend to promote a more truly shared approach to their learning
- obtain and use more information from parents about children's achievements from home to further support their good learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector and the childminder jointly evaluated an activity together.
- The inspector held discussions with the childminder and the children during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of those living on the premises and of the qualifications of the childminder.
- The inspector took account of the views of parents.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder successfully keeps her knowledge of safeguarding policies and procedures and the wider aspects of protecting children updated. She has a clear understanding what procedures she must take if she has a concern about a child in her care. The childminder completes good risk assessments to ensure children are safe while they are in her care. Children are closely supervised by the childminder. The childminder reflects on her service and has successfully addressed her previous recommendations raised at her last inspection. She gathers more detailed information from parents about what children can already do when they join her setting. This helps her to establish an assessment of where the children are in their development and plan activities to help them settle quickly in to her care.

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

The childminder is well-qualified. She knows the children she cares for well. Overall, the childminder plans activities around what she knows the children are interested in and what they need to learn next. For example, during a play dough activity she helps to support children's mathematical development. She adds resources, such as numbers. Children recognise the numbers and count the numbers out in sequential order. The childminder gives children time to think and respond to her questions. This helps to develop children's thinking and problem-solving skills. Children confidently respond and inform the childminder what shapes they are using to make patterns in the dough. The childminder keeps parents updated about their child's progress.

### Personal development, behaviour and welfare are good

Children's health is promoted well. The childminder is a good role model for the children. She encourages children to follow good personal hygiene routines. The childminder makes sure children have plenty of space to safely move around in her home. Children enjoy playing with balls and balloons. This helps to develop their large-muscle and coordination skills. Children develop their social skills well. The childminder manages any minor disputes calmly and carefully and children settle quickly back in to their play. She also takes children to play with other children of a similar age at local play sessions to help them learn to share toys and takes turns. Overall, children's behaviour is good.

### Outcomes for children are good

Children enjoy the company of the childminder and often seek her out to join in with their play. They collect and colour match construction bricks to support their mathematical development. Younger children enjoy making marks with tools in the dough and older children make marks on paper to support their early writing skills. Children are curious and are active learners. Younger children press buttons for cause and effect. Children make independent choices in their play. Overall, children are making good progress from their starting points. They are developing the necessary skills in readiness for the next stage in their learning and for their eventual move on to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 208053                                                                            |
| <b>Local authority</b>             | Derbyshire                                                                        |
| <b>Inspection number</b>           | 10062477                                                                          |
| <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>       | 1 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 12                                                                                |
| <b>Date of previous inspection</b> | 13 October 2015                                                                   |

The childminder 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 childcare qualification at level 3 and offers funded early education for two- and three-year-old children.

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