

Childminder Report

Inspection date

7 September 2015

Previous inspection date

9 April 2009

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 has a good knowledge of how children learn through play. She provides a good range of activities across the seven areas of learning. This means children make good progress towards the early learning goals.
- Children are happy, settled and relaxed. This is because the childminder provides a welcoming environment and has familiar routines, which she implements with care and affection.
- Children attend various groups in the local community, where they socialise with others of their own age. These experiences help to prepare young children for the move on to nursery and school.
- The childminder demonstrates a good commitment to improvement and is keen to keep her knowledge up to date. She seeks the views of parents and children to help improve her provision and provide positive outcomes for the children in her care.

It is not yet outstanding because:

- The childminder does not make best use of the partnerships she has developed with the other settings that children attend.
- The childminder occasionally misses opportunities to challenge the thinking of the more-able children further.

What the setting needs to do to improve further

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

- strengthen the arrangements for sharing information about children's learning and development with the other settings that children attend
- strengthen the use of good questioning skills to challenge the thinking of the more-able children, in order to accelerate their learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at children's learning records, comments from parents and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability of the childminder and discussed the self-evaluation process.

Inspector

Sadie Corbett

Inspection findings

Effectiveness of the leadership and management is good

The childminder clearly understands how to implement the requirements of the Early Years Foundation Stage. Safeguarding is effective. The childminder has a good awareness of how to keep children safe, ensuring their welfare. She uses a range of policies and procedures to support her practice, which she shares with parents. The childminder has effective partnerships with parents, and regularly talks to them about activities so they can continue their children's learning at home. However, information about individual children's progress is not always shared between the childminder and staff at other early years settings. Therefore, the childminder is not always fully aware of what children are achieving elsewhere to help inform her future planning and build on children's knowledge and skills even further. The childminder values ongoing training opportunities to further improve her knowledge and skills, and uses the knowledge gained to benefit the children within her care. She uses the support of her Local Authority Advisor and other childminders to share good practice.

Quality of teaching, learning and assessment is good

Children are motivated to learn and are developing the skills they need to prepare them for their next stage in learning, such as school. The childminder carries out regular observations and assessments to identify where children are in their development and what they need to do next. The childminder promotes children's communication and language skills through discussions about what they are doing, or what they can see. However, the more-able children are not always challenged fully to think as deeply as possible. This is because the childminder does not always extend her questioning further. Children take a lead in their play and learn to take turns, follow instructions and develop their confidence.

Personal development, behaviour and welfare are good

Children are happy and motivated to play and explore with confidence. This is because the childminder builds trusting relationships from the start. The childminder is a good role model and encourages good manners, sharing and taking turns. She recognises children's achievements, giving regular praise to build their self-esteem and confidence. Children are able to build their independence through carrying out manageable tasks. For example, they go to the toilet independently and tidy away toys. Their health is well promoted through sensible hygiene routines and regular opportunities for exercise.

Outcomes for children are good

The quality of teaching is good. All children regardless of their age or ability are making good progress in their learning and development. Children are developing positive attitudes towards others and to their learning. This helps them get ready for the move on to nursery or school.

Setting details

Unique reference number	208125
Local authority	Derbyshire
Inspection number	865523
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	9 April 2009
Telephone number	

The childminder was registered in 2000 and lives in Brimington in Chesterfield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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