

Childminder report

Inspection date	21 November 2018
Previous inspection date	16 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 experienced and understands how children learn and develop. She continually seeks to improve her knowledge by accessing regular training and working in partnership with her local authority.
- The childminder organises her home effectively to provide an interesting learning environment for children. Children can choose from a wide variety of activities and resources and can regularly access outdoor play.
- Parents are happy with the care provided. They say that the childminder is flexible and hard-working. The childminder shares regular written feedback with parents about their children's development. This helps them to understand how to support their children with their learning at home.
- The childminder creates a warm and welcoming environment. Children are well cared for. They become confident in exploring their surroundings and are encouraged to develop a good level of independence as they self-select resources.
- The childminder monitors children's development thoroughly to identify their achievements and their next steps in learning.

It is not yet outstanding because:

- The childminder is still at the early stages of developing more effective strategies to help parents best support their children to settle in when they first join the setting.
- The childminder does not gather enough information about what children can already achieve when they first attend to help her quickly establish their starting points.

What the setting needs to do to improve further

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

- find ways to engage parents further to support their children, particularly during periods of transition
- enhance the gathering of more detailed information from parents when children first start, to establish their starting points quickly.

Inspection activities

- The inspector viewed the areas used for childminding and held discussions with the childminder throughout the inspection.
- The inspector looked at the documents available, including children's learning records, risk assessments, policies and procedures and evidence of the suitability of the childminder.
- The inspector spoke to one parent during the inspection and took account of a number of written recommendations from parents.
- The inspector observed activities and the impact of teaching on children's learning.

Inspector
Josie Mapes

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the possible indicators of abuse. She knows what to do if she has concerns about a child. The childminder reflects on her own practice. She identifies areas for continued development and acts upon these swiftly. The childminder recognises the importance of working in partnership with other agencies to support children's positive outcomes. Children's safety is a priority. The childminder maintains a safe environment, supervises children well and teaches them how to keep themselves safe.

Quality of teaching, learning and assessment is good

Children lead their own play. They choose photographs of the activities they would like to play with and the childminder gets them out of the cupboard for them. The childminder gets down to children's level and joins in with their play experiences. She models how to build structures from building blocks and shows children how to use different colours and patterns in their drawing. The childminder makes regular assessments of children's development. She shares these with parents and with other professionals where necessary. Children enjoy a number of activities in the local community. This supports their knowledge and understanding of the wider world around them.

Personal development, behaviour and welfare are good

Children behave very well. The childminder offers children plenty of praise, encouragement and positive reassurance. She is attentive and children form warm and trusting relationships with her. This helps to promote children's emotional well-being and self-esteem. The childminder is a good example for children and encourages them to use their manners. The childminder encourages healthy eating habits by providing nutritious and well-balanced snacks and meals. Children thoroughly enjoy pouring their own drinks of milk at snack time. The childminder promotes regular physical activity through games in the well-equipped garden. Children enjoy bouncing on the trampoline and kicking balls back and forth to each other.

Outcomes for children are good

The childminder prepares children well for their future learning, including helping them to establish the skills and attitudes they need for starting school. Overall, children make good progress in their development and reach age-appropriate milestones. Children are familiar with the daily routines and enjoy looking at books with the childminder. Children learn about healthy practices, such as handwashing before eating and after using the toilet. Children attend to their own personal care needs relevant to their age and ability.

Setting details

Unique reference number	225021
Local authority	Leicestershire
Inspection number	10070968
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 April 2015

The childminder registered in 1989. She operates all year round, from 8am to 5pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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