

Childminder Report

Inspection date

2 July 2015

Previous inspection date

4 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching and learning is good. This is because the childminder has a clear understanding of how children learn and develop. She provides a broad range of stimulating activities, which helps children make good progress in their learning in readiness for school.
- Children are happy, confident and well cared for. The childminder provides children with a welcoming and comfortable environment. This helps them build a strong sense of belonging and secure emotional attachments.
- Children are effectively safeguarded because the childminder and her assistant have a clear understanding of the procedures to follow in the event of a concern. The childminder promotes a safe and secure environment as she considers all potential risks to children in the home and on outings.
- The childminder is well established in the area and develops good links with the local pre-school and primary school. She recognises the importance of sharing information, in order to ensure continuity in children's care and learning.
- The childminder demonstrates a good capacity to identify and make improvements in the provision to benefit children. The childminder and her assistant are well qualified. They update their knowledge and skills through training and qualifications. These skills are used to good effect and have a positive impact on children's learning.

It is not yet outstanding because:

- The childminder does not ask parents for a wide enough range of information about children's existing skills and knowledge when they first start.
- There are fewer opportunities for younger children to independently select the toys they wish to play with.

What the setting needs to do to improve further

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

- establish even firmer starting points for children's learning by seeking precise, detailed information from parents about their child's prior learning and development when they first begin to attend
- further promote younger children's independence skills by making sure they can easily choose toys from the wide range of resources available.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding.
- The inspector observed teaching and learning activities in the indoor and outdoor environments.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector talked to the childminder and her assistant about their plans for improvement.
- The views of parents and carers were taken into account from written feedback they provided for the inspection.

Inspector

Jacqueline Nation

Inspection findings

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

Children are happy and enjoy their time at this welcoming family home. They are confident and active learners who make good progress in their learning. Older children initiate their own play well and move freely between the indoor and outdoor play area. The childminder and her assistant use effective teaching strategies to motivate children to learn. They observe children closely and use what they know about each child to build new skills. Good attention is given to developing children's language skills. There is effective use of questions and children are given time to think. This allows them to consider their responses. Children's literacy skills are progressing well. They develop a love of books because these are easily accessible. They also enjoy making marks outside using chalk and water. This promotes their early writing skills. Children use their critical-thinking skills well as they build a game together. For example, they work out which size marbles work best and why it is better to use the smaller marbles. Children benefit from a range of outings and first-hand experiences, such as visiting a local farm. This helps to develop their understanding of the natural world.

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

The childminder and her assistant show enthusiasm for their role, and their good interactions with children help them achieve well. They are kind, attentive and caring. This means that children feel secure in this welcoming environment. Children learn about road safety as they walk to local amenities, and the childminder makes sure children are supervised at all times. Good use is made of the outdoor area to promote children's physical development. They explore a wide range of resources to enhance their learning experiences. However, not all resources are stored in a way that younger children can easily reach, so that they can independently choose the toys they need to extend their play ideas. Children's health and dietary needs are met well. They eat healthy food and wash their hands before eating. Children become familiar with the local school environment, when they go with the childminder to collect older children at the end of the day. This helps children build confidence for their move on to school.

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

The childminder has a good knowledge of the safeguarding and welfare requirements. She effectively supports her assistant to maintain good professional standards. They regularly reflect on what they do to improve the provision to benefit children. Planning, observation and assessment work well and parents are kept informed about the progress children make. Good arrangements are in place to check the effectiveness of the quality of teaching and learning. This means that any gaps in children's learning are identified and planned for. Parents speak positively about the care provided and the progress children make in their social development. Overall, partnerships with parents are good, although the childminder does not always ask them enough about what their child already knows and can do when they first start.

Setting details

Unique reference number	225123
Local authority	Leicestershire
Inspection number	866211
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	25
Name of provider	
Date of previous inspection	4 November 2011
Telephone number	

The childminder was registered in 1993 and lives in Kegworth, Derbyshire. The childminder works with an assistant. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant hold relevant childcare qualifications at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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