

Childminder Report

Inspection date

29 September 2015

Previous inspection date

8 March 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 quality of teaching is good. The childminder carefully considers what children can learn from activities, taking into account their individual stages of development and what they need to learn next.
- The childminder effectively organises the environment and gives children plenty of space to play. She makes adaptations to equipment and makes sure they meet children's needs. She also makes sure that all children can help themselves to the available toys and resources.
- The childminder makes good use of technology to support and extend children's learning. She often encourages children to find things out for themselves. She uses resulting conversations to build further on their learning.
- The childminder is very effective in helping children form good relationships with each other. She makes sure their emotional well-being is supported appropriately.
- The childminder is effective at evaluating her own practice. When she identifies areas of weaker practice, she clearly establishes how she will address these to bring about improvement for the children she cares for.

It is not yet outstanding because:

- The childminder does not always share enough information with parents and carers about what children need to learn next.

What the setting needs to do to improve further

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

- develop highly successful strategies to share information about children's next steps in learning with their parents.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the planning of activities with the childminder.
- The inspector checked evidence of the suitability of adults living on the premises.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of training.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of a broad range of possible issues and a clear understanding of what to do if she is concerned about a child. The childminder continually risk assesses the environment and ensures that the areas that children use are safe. She undertakes regular and detailed assessments of children's learning and checks that they are making good progress. The childminder knows how to work in partnership with other settings that children attend. She has clear arrangements to support continuity in children's care and learning. The childminder successfully uses training opportunities to continue to improve the quality of her teaching.

Quality of teaching, learning and assessment is good

The childminder regularly observes children during play and accurately assesses their stage of development. She effectively builds on what they already know and can do. The childminder supports children's language development well during play. She consistently extends children's vocabulary and uses instructions to test their understanding. She encourages children to recall their favourite songs. The childminder effectively builds on children's interests to support their learning. For example, when children show an interest in stickers, she takes the opportunity to talk about the number of items and introduce more complex colour names. Children are well prepared for their next stage in learning. Parents and carers praise how the childminder supports their children's learning and development, including how she prepares them for school. The childminder regularly shares lots of information with parents and carers about what children are learning. However, the information about what children need to learn next is not always specific enough to enable parents and carers to build on this at home.

Personal development, behaviour and welfare are good

Children behave well and show genuine affection for others. For example, older children spontaneously pass resources to younger children. Children get lots of attention and enjoy their time with the childminder. The childminder gathers and shares detailed information about children's needs and routines. The childminder successfully teaches children about how to stay safe. She encourages children's independence and helps them develop self-care skills. For example, children recognise from an early age when they need to use a tissue. The childminder provides suitable support so children are emotionally prepared as they move on to other settings.

Outcomes for children are good

Children make good progress from their starting points. They benefit from purposeful interaction and well-planned activities, which help them to gain the skills they need in preparation for school.

Setting details

Unique reference number	252404
Local authority	Derbyshire
Inspection number	866616
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	8 March 2011
Telephone number	

The childminder was registered in 1991 and lives in Long Eaton. She operates all year round from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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