

Childminder Report

Inspection date

26 May 2016

Previous inspection date

1 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 made significant progress since her last inspection. She has identified and completed specific professional development activities that have improved her knowledge and the quality of her practice.
- The childminder provides interesting and varied learning experiences. Children are motivated to explore and good teaching strategies develop their communication and social skills.
- Children make good progress in their learning. The childminder carries out assessments of what children can do and uses their interests to plan challenging activities. She shares information with parents about what children have been doing.
- Children are happy and feel safe. They develop secure attachments with the childminder which build on their confidence and self-esteem. She knows individual children and their families very well and works in partnership with parents.
- The childminder carefully reviews children's development. She plans a variety of activities to promote children's progress across the curriculum. Information about children's learning and interests is shared with other settings they attend.

It is not yet outstanding because:

- The childminder does not always give children enough time to think when she asks them a question. Sometimes, children are not fully supported to follow through their own ideas and solve problems.
- Children's learning is not always meticulously planned for using everything the childminder knows about them. Observations of their learning are sometimes not rigorous enough to explore in detail the different ways children prefer to learn.

What the setting needs to do to improve further

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

- respond to children's ideas during play to help them think through their ideas and develop their problem-solving skills
- strengthen the planning for children's learning to focus even more on the different ways children prefer to learn when observing children's play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of all household members and the childminder's qualifications. She also looked at the childminder's self-evaluation and discussed her improvement plan.
- The inspector took account of the views of parents and carers.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder has taken swift action to address the concerns identified at her last inspection. Support from the local authority has been used effectively to thoroughly evaluate her practice and successfully drive improvements. The childminder now regularly assesses children's learning to check their progress and she shares this information with their parents. She has reflected on the quality of her teaching and has a clear plan for the professional development she needs to further improve her understanding. Safeguarding is effective. The childminder has attended training and reviewed her procedures. She has a good understanding of how to recognise and deal with concerns about children's welfare. The childminder has established links with local schools and other settings children attend. She collects information from them about what children are learning and shares details about children's progress.

Quality of teaching, learning and assessment is good

Children enjoy learning through play. The childminder identifies what children need to learn next and plans resources based on their interests. For example, she uses older children's interest in role play to develop their understanding of feelings and challenge their physical skills. Children are motivated to explore and experiment because the childminder provides imaginative resources. Babies enjoy studying their reflection and delight in the simple games the childminder plays with them. Older children talk to the childminder about what they are doing. She listens carefully as they talk and reinforces their communication by repeating key words and phrases. Children show their developing understanding of numbers and colours, which the childminder extends during play. They independently choose toys that develop their coordination and physical skills.

Personal development, behaviour and welfare are good

The childminder builds strong relationships with all the children. She is perceptive to their individual needs, and good partnerships with parents support continuity in children's care. The childminder's cuddles provide reassurance and comfort, helping children feel confident. Children make their own choices as they play and older children show high levels of independence in managing their own needs. The childminder provides simple explanations for children about how to keep themselves safe around the house. She has reviewed and strengthened how she promotes children's understanding of a range of values through everything they do. Children cooperate with simple rules, demonstrate good manners and learn to care for each other. The childminder supports children to tolerate differences and play alongside one another.

Outcomes for children are good

All children make good progress in their learning. Babies develop the physical skills and confidence they need to walk and explore their surroundings. Older children demonstrate their strong communication and language skills when they talk to the childminder and ask questions. The oldest children develop the social skills they need to be ready for school. They are able to share and think about the needs of other children.

Setting details

Unique reference number	EY250770
Local authority	Derbyshire
Inspection number	1034411
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	1 December 2015
Telephone number	

The childminder was registered in 2005 and lives in New Mills. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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