

Childminder Report

Inspection date

12 January 2017

Previous inspection date

23 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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's effective self-evaluation includes the views of the parents and children. He regularly makes changes to benefit the children. He has addressed all the weaknesses raised for improvement at the previous inspection.
- The childminder's warm and affectionate manner puts children at their ease. They are relaxed, and feel safe and secure in the setting. Children behave well. Older children demonstrate courtesy, listen well and invite others to join in their play. The childminder is a good role model and supports them well.
- Children make good progress. The childminder makes accurate assessments of children's achievements. He has a good understanding of children's expected development and knows how to spot any gaps in their learning.
- The childminder organises his home and garden well to encourage children's play and exploration. He makes very good use of the local parks to help encourage children to explore, investigate and increase their physical abilities.
- Partnership working with parents is well established. The childminder keeps parents well informed about children's progress and development. The childminder encourages parents to share information about what their child has learnt at home.

It is not yet outstanding because:

- The childminder does not always fully extend children's thinking. He is too quick in providing answers to his questions. He sometimes does not wait for children to think and work out the answer for themselves.
- Children do not have an extensive range of opportunities to learn about, and understand people's differences and similarities beyond those of their own experiences.

What the setting needs to do to improve further

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

- give children more time to respond to questions to build on their thinking skills and extend their learning further
- improve opportunities for children to learn about diversity, and people's differences and similarities beyond their own experiences.

Inspection activities

- The inspector spoke with the children and childminder at convenient times. She observed activities and interaction between the childminder and the children. She reviewed the play equipment and resources.
- The inspector checked evidence of the suitability and qualifications of the childminder. She discussed some of the childminder's policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents from written statements.
- The inspector discussed the children's learning and progress with the childminder.
- The inspector discussed the childminder's self-evaluation and how the childminder plans for and makes improvements to his provision. The inspector also discussed how the childminder updates his knowledge and skills.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

The childminder is very dedicated to his role. He has worked effectively since his last inspection to update his knowledge. He has attended training courses and read articles, in order to promote good quality outcomes for children. He now has a good understanding of how to use the assessments he makes to ensure children make good progress. Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to follow if he has concerns. He is aware of the possible signs of abuse and checks possible safety risks carefully. He takes effective precautions to keep children safe. Partnerships between the childminder and other providers are good. For example, the childminder has shared information with other settings to enable them to work together to meet children's needs.

Quality of teaching, learning and assessment is good

The childminder plans effectively to provide children with interesting activities that extend and challenge their learning. He understands that children learn through play. Children make their own choices in their play and the childminder follows their lead. For example, children happily play with the play dough and the childminder suggests using the different materials available. The children eagerly take up his suggestion. This evolves into the children making monsters with googly eyes and scary teeth. The childminder interacts very well with the children. He has a calming nature and praises children effectively to help them achieve. He helps younger children to settle well and understands their needs. Overall, the childminder promotes children's speaking skills well. For example, when children mispronounce words, such as banana, the childminder models the correct pronunciation.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and homely environment. Children develop a strong sense of belonging, and are confident and self-motivated. They are safe and learn to take calculated risks under supervision. They learn to cross the road safely and take part in fire drills. The childminder promotes healthy lifestyles well. For example, children make choices from healthy food options that promote their good health, and they benefit from fresh air and exercise every day. The childminder promotes children's growing independence. Children enjoy selecting toys and activities that they want to play with. They are developing their self-help skills. They put on their own shoes and coats, and wash their own hands. Times of transition are effective because the childminder helps children to prepare for the move to school or pre-school when the time arrives.

Outcomes for children are good

Children make consistently good progress and are well-prepared for school and future learning. Children are enthusiastic and demonstrate a positive attitude towards learning. Children's literacy skills are good. They enjoy looking at books and are beginning to put meaning to their drawing. Older children enjoy learning mathematics and use numbers in their play well.

Setting details

Unique reference number	EY280604
Local authority	Derbyshire
Inspection number	1058239
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	14
Name of registered person	
Date of previous inspection	23 February 2016
Telephone number	

The childminder was registered in 2004 and lives in Borrowash, Derbyshire. The childminding provision operates Monday to Friday from 7am until 6pm all year round, except for the week between Christmas and New Year and bank holidays and family holidays. The childminder offers funding for free early education for two- and three-year-old children.

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