

Childminder Report

Inspection date

22 November 2016

Previous inspection date

18 September 2012

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 consistently good. The well qualified and experienced childminder demonstrates a good understanding of how children learn and develop. She plans interesting activities that help children develop the skills required for their next stages in learning, such as school.
- Children are keen and motivated learners. A wide variety of play opportunities, both in the childminder's home and the wider community, significantly improves their spatial awareness and physical skills of balance and coordination.
- The childminder and her assistant provide children with a narrative of what they are doing. They ask appropriate questions and introduce children to new words. Very young children demonstrate good listening and attention skills for their age and older children are articulate and confident talkers.
- The childminder and her assistant are highly effective role models. They successfully help very young children manage their own feelings and develop a positive sense of themselves. As a result, children behave extremely well, play cooperatively, share and take turns. They form warm attachments to their friends, the childminder and her assistants.
- The childminder and her assistant work very well together. They effectively implement a range of policies and procedures that helps to maintain a high standard of provision in which children show they feel safe and secure.

It is not yet outstanding because:

- Information about children's development is not always used to best effect in focusing on how to raise their achievements to outstanding levels.
- Occasionally the childminder and her assistant do not help children to fully understand the positive effects exercise has on keeping their bodies fit and healthy.

What the setting needs to do to improve further

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

- make the most of what is known about individual children so specific areas of development can be targeted for really rapid progress
- build on children's understanding of how exercise can contribute to their good health.

Inspection activities

- The inspector observed the quality of the teaching and assessed the impact this has on the children's learning.
- The inspector jointly evaluated the children's learning with the childminder and her assistant.
- The inspector spoke with the childminder and her assistant and she interacted with the children at appropriate times through the inspection.
- The inspector looked at the assessments of the children's progress and the planning documentation.
- The inspector checked evidence of the suitability of the childminder, household members and her assistants. She looked at a sample of the childminder's policies and procedures and discussed her plans for improvement.
- The inspector took account of the views of parents expressed through their written evaluation forms.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of child protection and the procedures to follow should they have concerns about a child's welfare. The childminder has ensured both her assistants fully understand their roles and responsibilities. They evaluate each other's practice effectively and this helps them maintain good standards of teaching. The childminder and her assistants work well together to ensure the care, learning and development needs of all children are consistently met. A programme of professional development is in place for the childminder and her assistants. For example, one assistant has attended training which has helped to further support children with special educational needs.

Quality of teaching, learning and assessment is good

The childminder observes and assesses the children's achievements well. She uses the information effectively to plan the next steps in each child's learning. The childminder works closely with parents and shares information about their children's current interests and learning. She also shares ideas to help parents support their child's learning at home. Parents regularly view their children's development records and comment highly on how well their children make good progress. The childminder has formed good relationships with other settings children attend. This helps her provide continuity in their care and education. Children learn new words, such as *squidgy*, when making marks in play dough as they roll and shape it. They learn mathematical language, such as *big* and *small*. They also learn *under* and *behind* as they excitedly copy the assistant's dance moves during physical exercise activities.

Personal development, behaviour and welfare are good

The childminder provides a well organised, warm and very caring environment. Children are happy, settle quickly and independently access a range of interesting resources. The childminder and her assistant successfully promote children's good health and independence. Children understand that washing their hands removes the germs and stops their tummy from becoming poorly. They are learning to put on their coats and pull up their zipper. Young children learn how to cross the road safely and older children are sensitively made aware of the risks associated with using the internet. Children help the assistant care for her pet rabbit and they know he likes to eat carrots. This encourages them to make observations of animals and develop care and concern for living things.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They enjoy dancing and ring games and move rhythmically to the music. Very young imitate or improvise the clapping and counting actions they observe. Children enjoy dressing up as princesses and cowboys and engage well with their friends in imaginative role play based on first-hand experiences. They are gaining the key skills to support their future learning.

Setting details

Unique reference number	EY286931
Local authority	Leicestershire
Inspection number	1059674
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	18
Number of children on roll	11
Name of registered person	
Date of previous inspection	18 September 2012
Telephone number	

The childminder was registered in 2004 and lives in Birstall, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 3 and works with two assistants.

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Piccadilly Gate
Store St
Manchester
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