

Childminder Report

Inspection date

4 June 2015

Previous inspection date

27 January 2009

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 is good. The childminder monitors children's progress well, using accurate observations and assessments to help identify children's ongoing learning.
- Children's physical skills are good. Older children climb on large apparatus in the garden, dig in the sand and paint with various sized brushes. Babies' skills develop as they reach out and grasp toys on play mobiles and begin to mouth rattles and soft toys.
- Children demonstrate good behaviour, listening well to what is asked of them and following the rules appropriately. As a result, they are extremely confident, happy and motivated to learn.
- There is a strong emphasis on child-initiated play which is well supported through positive interaction from the childminder. As a result, children are well prepared for their next stage in learning, such as school.
- The childminder communicates with parents on a regular basis to keep them informed about her provision. She shares information about children with them in a variety of ways. This promotes children's learning at home.
- Children are safeguarded because the childminder has an in-depth knowledge and understanding of child protection and the procedures to follow if she has concerns about a child in her care.

It is not yet outstanding because:

- The childminder does not make the most of spontaneous opportunities to build on children's problem-solving and critical-thinking skills.
- The childminder does not always explain to older children why it is important to wear a hat in the sun.

What the setting needs to do to improve further

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

- strengthen children's ability to think critically and solve problems for themselves, for example, by asking enquiring questions and encouraging them to consider a variety of possible answers or solutions to problems
- teach children about keeping safe in the sun, for example, by explaining the importance of wearing hats or the need for shade in hot weather.

Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector observed activities both inside and in the garden of the childminder's home.
- The inspector spoke to the childminder and children at appropriate times throughout the observations and spent time interacting with the children.
- The inspector took account of the views of written comments provided by parents.
- The inspector looked at available records, including children's assessments, planning documentation and a range of other documents, including the safeguarding policy.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within her home.

Inspector

Alex Brouder

Inspection findings

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

Children enjoy their time with the childminder. This is because she provides an environment that allows them to move freely between activities, both indoors and outdoors. The childminder makes regular observations of children during their play, analysing this to establish their development and to plan appropriate and challenging activities. However, opportunities to enhance children's problem-solving and critical-thinking skills are sometimes missed. For example, during a painting activity, the childminder does not always ask questions to encourage children to think of solutions or consider why and how things happen. Children's investigative skills are good and those that are not yet mobile are offered appropriately toys to enable them to reach out and explore their senses. Children have excellent communication skills. They confidently engage visitors in conversation, asking them to join in their play and explaining the best things they enjoy when at the setting. Babies begin to babble in response to interactions with the childminder, which she listens to and responds appropriately.

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

Children are cared for in an active, warm and welcoming environment. The childminder works hard to establish information on children before they begin in her care. She uses this to gain an understanding of their needs and to plan experiences that reflect their learning and development. As a result, children settle quickly and show strong emotional attachments with the childminder. Children love to be outdoors and have daily access to the outdoors. They walk up and down to school and pre-school and have free access to the large rear garden. This ensures children get plenty of fresh air and exercise and learn how to be safe. They learn about being healthy through eating appropriate foods, washing their hands and from gentle reminders from the childminder. However, the childminder does not always teach older children about the importance of staying safe in the sun. During outdoor play the childminder did not remind children of the need for sun hats, or explain how these promote their health and well-being.

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

The childminder is experienced and well qualified. She uses her knowledge of how children learn to plan and provide a wide range of experiences, in order for every child to make good progress. The childminder has assessed the home and garden for any potential risks to ensure that children stay safe while in her care. In addition, all adults within the home have obtained a Disclosure and Barring Service check. This ensures they are safe and suitable to be in the proximity of children. The childminder has an effective self-evaluation process in place, which identifies and addresses aspects of practice that need improvement. Recommendations raised at the last inspection have been successfully addressed. As a result, the partnership with parents has strengthened. The childminder works closely with the local pre-school and schools, sharing relevant information to provide a consistent approach for children's care and learning.

Setting details

Unique reference number	EY292913
Local authority	Leicestershire
Inspection number	856382
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	27 January 2009
Telephone number	

The childminder was registered in 2004 and lives in Hinckley, Leicestershire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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