

Childminder report

Inspection date	16 April 2019
Previous inspection date	24 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 supports children's emotional well-being effectively. She provides children with reassurance, encouragement and praise as they play. Children are happy and share warm, close relationships with the childminder and one another.
- All children make good progress from their starting points. The childminder helps children to develop good communication and language skills. She uses good eye contact as she speaks to children and encourages them to repeat words to help expand their speaking skills. She listens to what children have to say and asks questions skilfully to help them think.
- Partnerships with parents are well established. Parents are kept well informed about their child's general well-being and progress. This helps to encourage consistency of care between the setting and home.
- Self-evaluation is effective. The childminder reflects well on the provision, to help her identify areas for improvement. For example, she has changed resources in the playroom to help provide more opportunities for children to explore, investigate and solve problems. The childminder considers the views of parents, children and her assistants when reflecting on her practice.
- Some art and craft activities that the childminder plans do not consistently challenge older children to extend their creative thoughts and ideas.
- The childminder does not always make her assessments of children's learning as precise as possible. This means occasionally she cannot identify all gaps in their development at an early opportunity.

What the setting needs to do to improve further

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

- adapt art and craft activities to provide further challenge for older children
- make assessments of children's learning as precise as possible, to help identify any gaps in their learning more effectively.

Inspection activities

- The inspector had a tour of the childminder's home, to check the safety and security arrangements of the premises. She spoke with the children and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and children's self-chosen play. She assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder. She discussed with the childminder the children's assessments, their learning and development and the progress they make.
- The inspector took into account the views of parents and carers through comments provided by the childminder and written letters completed by the parents and carers.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of qualification certificates, for the childminder and her assistants. She also looked at documentation linked to the childminder's self-evaluation.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibility in keeping children safe. She has a good understanding of what to do if an allegation is made against herself, her assistants or a member of her family. The childminder ensures that her assistants keep up to date with safeguarding matters. She follows effective recruitment procedures to ensure her assistants are suitable to work with children. The childminder supports her assistants to improve their knowledge and skills. For example, they have recently attended training on developing children's communication and language skills. The childminder works well with other early years professionals to help children's transition to school. She shares information about children's progress to provide continuity in their care and learning.

Quality of teaching, learning and assessment is good

The childminder is experienced and well qualified. She uses her knowledge of childcare and how children learn effectively. The childminder knows children in her care well and plans a variety of activities based around their individual interests and next steps in learning. She successfully supports children while they play. For example, children engage in role-play activities, pretending to prepare food and cups of tea for the childminder. The childminder joins in this play with enthusiasm and talks to the children about having strawberries for dinner. She uses the opportunity effectively and encourages the children to count and sort the strawberries, promoting children's early mathematical skills well.

Personal development, behaviour and welfare are good

Children show that they are independent and able to manage their personal care needs well. They demonstrate self-confidence as they move around the rooms choosing their own activities and play. The childminder supports children to learn how to lead healthy lifestyles. For instance, children have opportunities for regular outdoor play in the garden, enjoy healthy snacks and follow good hygiene procedures. Children's behaviour is good. The childminder is a positive role model. She teaches children to share toys, take turns and play cooperatively together. The childminder models politeness and respect to children. She encourages them to care for their environment and the toys and to take responsibility for their play. For example, they help to tidy up when activities are finished.

Outcomes for children are good

All children, including funded children, make progress typical for their age. They listen, concentrate and have a positive attitude to learning. For example, children become deeply engaged and inspired as they use the electronic light boards. They follow instructions well, draw recognisable pictures and attempt to write their names. This helps to develop their early literacy and technical skills and to prepare them for their future learning in school. All children develop good physical skills they move about with confidence and learn to take risks as they play on the larger equipment at the park.

Setting details

Unique reference number	EY299849
Local authority	Derby
Inspection number	10073485
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	18
Number of children on roll	10
Date of previous inspection	24 June 2016

The childminder registered in 2004 and lives in Alvaston, Derby. She operates Monday to Friday from 8am until 6pm, all year round, except for two weeks at Christmas and family holidays. The childminder has a foundation degree qualification in childcare. She works with two assistants. The childminder provides funding for free early education for two-, three- and four-year-old children.

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