

Childminder report

Inspection date	6 December 2018
Previous inspection date	19 June 2015

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 tracks children's progress closely to help her identify any gaps in their learning. She knows how to seek help from other relevant professionals, if necessary, to help ensure that all children make good progress.
- Partnerships with parents are excellent. Parents comment that the childminder is caring and nurturing, with a breadth of experience in looking after children. The childminder shares regular written reports with parents so that they are well informed about the progress their children are making.
- Children are developing good speaking, listening and social skills. They chatter happily with each other, the childminder and visitors.
- Activities planned are interesting and stimulating for children. Babies explore a range of age-appropriate toys and resources. They concentrate intently on objects of their own choosing. Older children pretend to cook a meal using the play kitchen food and utensils.
- Children have regular opportunities to mix with other groups of children, where they learn to gain confidence and develop good social skills. This helps to extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the wider world.
- The childminder has not pursued her own professional development to the fullest extent to build on her knowledge and skills even further.

What the setting needs to do to improve further

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

- strengthen the range of professional development opportunities accessed, to enhance teaching skills and knowledge to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.
- The inspector looked at a sample of documents, including children's learning records, risk assessments and the childminder's policies and procedures.
- The inspector and childminder jointly considered the impact of teaching on children's learning.
- The inspector took into account the views of parents.

Inspector
Josie Mapes

Inspection findings

Effectiveness of leadership and management is good

The childminder is well organised with a professional approach to her work. She works hard to ensure that she is meeting the early years requirements at all times. She understands the importance of self-evaluation and has a clear focus for the future development of her setting. The arrangements for safeguarding are effective. The childminder understands the possible signs and symptoms of abuse and knows whom to contact if she has concerns about the welfare of a child. Children are safely supervised at all times. The childminder ensures that her house and the play areas are safe and suitably resourced for children. Any potential hazards to children are quickly minimised. The childminder has established good links with other settings that children attend and shares information with them about children's learning and development.

Quality of teaching, learning and assessment is good

The childminder works with parents when children first start to note any useful information about children's routines or preferences. She observes children as they play and uses this to inform her planning and close any gaps in their learning. Activities planned are thoughtful and interesting for children. The childminder offers babies the opportunity to explore a range of everyday items, such as sponges, wooden spoons and brushes. This gives babies the opportunity to explore and investigate a range of different textures. Older children enjoy joining in with a range of songs and well-known nursery rhymes. Children delight in moving their bodies to the sound of music and confidently join in with the actions that they know well.

Personal development, behaviour and welfare are good

Children settle quickly into the childminder's care. They form loving and close relationships with her and are comforted by her presence. The childminder encourages children's independence and self-care skills. For example, she provides support to enable children to eat independently and use cutlery appropriately. The childminder plans a range of outings into the local community. This supports children to learn to interact in different situations and develop positive attitudes towards the wider community. The childminder is a good role model for children. They behave well and understand the boundaries and the expectations that she has of them.

Outcomes for children are good

Children make good progress from their starting points in learning. They develop a range of skills which suitably prepares them for school and future learning. Children are confident, sociable and ready to learn new skills. Babies learn to crawl and to pull themselves to standing. Toddlers are beginning to communicate clearly.

Setting details

Unique reference number	EY308453
Local authority	Leicestershire
Inspection number	10070996
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	19 June 2015

The childminder registered in 2005 and lives in Sileby, Leicestershire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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