

Childminder Report

Inspection date

19 June 2015

Previous inspection date

14 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 her teaching is good. Children make good progress because the childminder knows how to promote their learning and development successfully.
- The childminder interacts well with children to effectively promote their understanding and speech development. She asks questions, repeats language back to young children and names objects and colours to extend their vocabulary. She encourages children to make links between different experiences.
- Children are settled and happy. They form good relationships with the childminder and play confidently in her home. Their needs are met well because the childminder is sensitive to their individual personalities, interests and capabilities.
- The childminder promotes children's personal, social and emotional development well. She is a good role model and gives clear guidance about acceptable behaviour. Children learn to share, take turns, play together and behave well.
- The childminder establishes good partnerships with parents to enable frequent sharing of information. This effectively promotes consistency in children's care and learning.
- Children are kept safe because the childminder has a good understanding of how to protect them from harm. She has completed safeguarding training and is qualified in paediatric first aid. She successfully identifies and minimises potential risks to children.

It is not yet outstanding because:

- Children's exploratory and sensory development is not promoted as effectively as the other aspects of their learning.
- The childminder does not always take full advantage of the opportunities in play and activities to promote children's developing mathematical and numeracy skills.

What the setting needs to do to improve further

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

- encourage children to explore and investigate further using all their senses, for example, by extending the range of natural objects and resources made of different materials, such as wood and metal
- make the most of all opportunities to build further on children's growing mathematical and numeracy skills, for example, by talking about shapes and incorporating counting into play and everyday activities.

Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector observed children engaged in a variety of activities.
- The inspector looked at children's assessment records, planning and a range of other documentation, including policies and procedures and the childminder's self-evaluation form.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the childminder's training and the suitability of all adults in the household.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents, including those spoken to during the inspection.

Inspector

Victoria Mulholland

Inspection findings

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

The childminder has a good understanding of how children learn through play. She provides a broad range of resources and activities, which promote all aspects of children's learning. However, there are fewer resources available that are natural objects or made of different materials to extend children's sensory exploration. Children have plenty of opportunities to make choices during activities and as they play. The childminder is attentive and responsive to their needs and interests. She successfully fosters children's imaginary play. For example, they enjoy playing in a large cardboard box, pretending that it is a car and that they are driving. When children are pretending to be pirates the childminder suggests that the box might now become a boat. Children's early literacy skills are promoted well as they use writing and drawing materials and enthusiastically join in with stories, songs and rhymes. The childminder builds on children's developing mathematical skills, for example, by talking about the size of objects. However, on occasion she misses opportunities to talk about shapes and to introduce counting into everyday activities or routines. Nevertheless, children are well prepared overall for the next stage in their learning or the move on to school.

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

The childminder works in partnership with parents to help children settle in and to maintain their well-being. She promotes children's independence and personal care skills well, relative to their age and capabilities. She fosters children's sense of responsibility and cooperation, for example, as they help to tidy away resources. Young children have regular opportunities to mix with other children and adults. For example, they attend a weekly toddler group, visit local parks, soft-play centres and the library. This successfully supports them to develop their social skills and confidence in different situations. Children have daily opportunities to get fresh air. They enjoy physical play in the garden and go for walks in the local environment.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She maintains required documentation and records to support the safe and efficient management of the setting. Since her last inspection she has developed effective systems for using assessments of children to plan for their next steps in learning. She has improved arrangements for checking children's progress so that any gaps in their development are promptly identified and addressed. The childminder meets regularly with other childminders to share information and ideas. She attends required training courses and accesses information online to enhance and update her knowledge. The childminder evaluates her setting, taking into consideration the views of parents and children. She identifies strengths and areas for further improvement, in order to refine and maintain the quality of her provision.

Setting details

Unique reference number	EY308453
Local authority	Leicestershire
Inspection number	873085
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14 January 2009
Telephone number	

The childminder was registered in 2005 and lives in Sileby, Leicestershire. The provision operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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