

Childminder Report

Inspection date

25 April 2018

Previous inspection date

6 August 2014

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 well-qualified childminder understands about the different ways that children learn and develop. Children engage in an extensive range of learning opportunities that captures their interest and supports their continued learning and development.
- Children are provided with a gradual settling-in period when they first start with the childminder and her co-childminder. This supports them to settle quickly and be confident in their care. Children form close attachments to the childminder and her co-childminder and show that they are happy.
- Children's language and communication skills are supported through the childminder's positive interactions with them. She talks to them about what they are doing during activities and repeats words to reinforce their speech and understanding of pronunciation.
- Children's behaviour is good. They play cooperatively together. Children listen to the childminder and follow her instructions. She promotes positive behaviour and helps children to understand boundaries and expectations very well. The childminder is a good role model for children to follow.

It is not yet outstanding because:

- The childminder does not consistently set highly challenging activities for the most able children to help ensure they achieve the best possible progress.
- The childminder does not provide children with enough experiences to broaden their understanding of the world around them, particularly in relation to different people and their cultures.

What the setting needs to do to improve further

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

- provide highly challenging learning opportunities for the most able children during their play
- increase opportunities for children to develop a deeper understanding of similarities and differences between themselves and others, particularly in relation to different communities, people and their cultures.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the children's records and a sample of policies.
- The inspector spoke to parents and read written feedback from parents. She talked to children during the inspection and took account of their views and responses.
- The inspector reviewed evidence of the suitability of the childminder and all adults living at the premises.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of what to do if she has concerns related to a child's welfare. She implements a range of risk assessments effectively in the home and during outings, helping to reduce the risk of potential hazards. The childminder works well with parents. She gives them regular updates on their children's progress and exchanges observations with them to inform practice. Parents comment that their children progress well and that the childminder is professional and caring. The childminder evaluates her practice well and achieves ongoing improvement by setting clear goals. She continues to update her knowledge and teaching skills. For example, she shares good practice and ideas with her co-childminder to help promote consistency in their care and provision. She also understands the importance of working with other professionals and providers involved in children's care.

Quality of teaching, learning and assessment is good

Children enjoy mathematical activities. They count and name some shapes while they play. Children enjoy looking at books and point out things they recognise, such as animals. The childminder extends their learning further by asking them to name the animals and make the animal sounds. Children confidently name the animals and make the corresponding sounds. When children point to a kangaroo in the book, the childminder talks about the kangaroo jumping, and the children eagerly jump up and down like a kangaroo. Children have fun playing with the toy farm and animals. They are imaginative and enjoy make-believe play.

Personal development, behaviour and welfare are good

Children's emotional well-being is supported well and they develop strong relationships with the childminder. Children are happy to approach her for help and reassurance. The childminder teaches children how to behave in safe ways. For instance, she discusses road safety with them and they take part in regular fire drills so that they know how to respond in an emergency. Children have healthy routines, such as daily fresh air and exercise. For example, they regularly visit the local park and play in the garden. They benefit from nutritious snacks and meals. Children understand the need to wash their hands before mealtimes and they demonstrate good manners. They have opportunities to socialise with other children and adults. For example, they enjoy going to story time sessions at the library. They learn to mix, share and to participate with others in group activities.

Outcomes for children are good

Children concentrate well and persevere with tasks. They learn to share and take turns as they play with resources and other children. Children are motivated to learn and they develop good levels of independence. They are confident to do things for themselves and make choices. Children are well prepared for their next stage in learning, including their eventual move on to school.

Setting details

Unique reference number	EY331644
Local authority	Leicestershire
Inspection number	1104466
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	14
Name of registered person	
Date of previous inspection	6 August 2014
Telephone number	

The childminder registered in 2006. She works with another registered childminder and minds from her co-childminder's house in East Goscote, Leicester. In term time, the childminder operates Monday and Wednesday from 7.45am to 5.15pm, Tuesday and Thursday from 7.45am to 9am and from midday to 5.15pm, and Friday from 7.45am to 9am and from 3.20pm to 4.15pm. In school holidays, she operates Monday to Thursday from 7.45am to 5.15pm, except for bank holidays and family holidays.

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