

Childminder Report

Inspection date

15 September 2015

Previous inspection date

28 February 2011

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 childminder knows the children well. She competently observes and assesses children's progress. She provides activities and experiences that match their interests and preferences. Children are making good progress in all areas of their learning and development.
- The childminder is caring and affectionate and children form secure and trusting relationships with her. She is very attentive to their individual care needs and routines. Parents feel well informed about their children's achievements and welcome the childminder's good support and guidance.
- The childminder ensures that the environments in which the children play remain safe and secure, and that any risks are minimised.
- Children's independence skills are effectively promoted at all times. The childminder involves children in tidying up toys, planning activities and choosing resources. Children are gaining the key skills needed to prepare them for school and future life.
- The childminder keeps up to date with changes and maintains her professional development through attendance on courses. She consistently uses her enhanced knowledge to improve children's care and learning.

It is not yet outstanding because:

- Occasionally, some adult-led activities are not organised well enough to enable children to take part fully and to learn as much as possible.
- The childminder does not focus on improving her teaching sufficiently to extend children's good learning and development as far as possible.

What the setting needs to do to improve further

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

- make sure that children have enough time to explore and investigate during adult-led activities and are fully involved in learning as much as possible
- sharpen the focus on improving the quality of teaching during planned activities and increase the potential for children to achieve at the highest level.

Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children.
- The inspector observed teaching and learning activities and carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a sample of procedures and children's records.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation and reviewed written feedback from parents.
- She looked at evidence of the suitability of all the family members living in the home.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibility to meet all the legal requirements. The arrangements for safeguarding are effective. Policies and procedures that support children's health, safety and well-being are in place and are successfully implemented. The childminder evaluates the setting successfully, taking into account the views of those who use it. She effectively identifies strengths and weaknesses of the provision and sets clear targets for continuous improvement. However, the childminder's evaluation does not look closely enough at improving her teaching during planned activities to recognise where improvements can be made. Therefore, children's progress and achievements are not yet consistently reaching the highest possible level.

Quality of teaching, learning and assessment is good

Children are eager to learn at the childminder's home. She provides children with a range of child-led and adult-directed experiences that stimulate their interest and motivate them to learn. However, activities are not always planned and delivered effectively so that children's learning is fully promoted. Occasionally, children become frustrated because the resources that she provides are difficult for them to use without support. Nevertheless, teaching is good. The childminder skilfully promotes children's language skills. She uses various strategies, such as matching actions to words so that the children repeat what they hear. She asks children lots of age-appropriate questions to create rich and meaningful discussions. This provides children with opportunities to share their ideas and think critically. The childminder regularly shares information with parents about their child's day at the setting. She makes suggestions for activities that parents can use to continue their child's learning at home. There are positive working relationships with other settings that some children attend.

Personal development, behaviour and welfare are good

Children are warmly welcomed into the childminder's nurturing home, where their emotional needs are well met. Children happily join in play and welcome the childminder's interaction and contributions. Children's behaviour is good. The childminder praises children's achievements to raise their self-esteem and motivate them to try again. Children recognise their own unique qualities and learn to be respectful of others. The childminder provides children with a variety of experiences that help them understand the similarities and differences in people, communities and the world around them. The childminder successfully promotes the benefits of healthy eating. Parents are encouraged to provide children with healthy food options in their lunchboxes. Children receive plenty of fresh air and enjoy regular opportunities for physical exercise.

Outcomes for children are good

Children make good progress from their starting points because the childminder successfully promotes their learning and development. Children have well-developed communication skills and learn to count and recognise print in books. Children are developing key skills needed in preparation for their future learning and school.

Setting details

Unique reference number	EY350765
Local authority	Leicestershire
Inspection number	863345
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28 February 2011
Telephone number	

The childminder was registered in 2007 and lives in Hinckley, Leicestershire. The provision operates Monday until Thursday, all year round between 8am to 5pm, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children. The childminder has an appropriate qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

