

Childminder report

Inspection date	23 January 2019
Previous inspection date	15 September 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

- Children establish strong attachments with the childminder and happily seek her company in their play. They settle quickly and show they are comfortable in their surroundings and feel safe and secure.
- The childminder has effective partnerships with parents, which helps her to meet children's individual needs. Information about children's care and learning is shared effectively. This contributes to ensuring that there is a continuous approach to meeting children's specific needs.
- Children make good progress given their starting points. They are confident to talk and express their thoughts and ideas. The childminder supports children's communication and language development very well. For example, she engages children in purposeful conversation, asks questions to extend their thinking and introduces new vocabulary.
- The childminder is a good role model for behaviour. She teaches children to be kind and to recognise and respect one another's feelings. Children learn to share and take turns as they play, and develop good social skills.
- At times, the childminder does not make the best use of opportunities to extend children's mathematical understanding. For example, in relation to numbers and counting.
- Although the childminder undertakes essential training, she does not plan a precise programme of professional development, to help raise teaching to a higher level.

What the setting needs to do to improve further

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

- make better use of opportunities that arise, to help broaden and extend children's early mathematical skills
- plan and implement a focused programme of professional development, to help raise the good quality of teaching to a higher level.

Inspection activities

- The inspector had a tour of the childminder's home. She spoke with the children and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder. She discussed children's learning and development and the progress they make.
- The inspector took account of the views of parents and carers through written statements provided by the childminder.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, and evidence of suitability checks. She also looked at documentation linked to the childminder's professional development and qualifications.

Inspector

Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what to do if she has a concern about a child in her care. She has up-to-date knowledge of child protection legislation and understands her responsibilities to report any concerns about a child's welfare to appropriate agencies. She assesses risks effectively and maintains a safe and secure environment. The childminder monitors individual children's progress well. She uses her assessments of children's achievements effectively. She identifies children's next steps in learning and quickly addresses any gaps in their development. Overall, the childminder evaluates her provision and identifies her strengths and weaknesses. She has plans for developing her practice to improve outcomes for children. For example, to provide more digging and growing activities in the garden. The childminder has developed good links with other early years settings that children in her care attend. This helps to provide continuity of children's care and learning.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and their individual abilities. She uses her knowledge and qualification well to plan a wide range of challenging and exciting activities to support their good development. She interacts in a positive manner and guides children's learning effectively. She recognises children's interests and encourages children to think about and use their own ideas in their play. For example, children use their imagination to create a farm scene. They gather different materials, such as dried grass and wool and make a farmyard. They put the animals in the farmhouse and sing popular animal songs. The childminder uses this play effectively. She encourages the children to cut the wool, helping to develop their cutting skills. She reads stories about animals to further challenge and extend their learning. The children enjoy these stories. They snuggle with the childminder, concentrate and listen well.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and stimulating environment. Children of all ages explore and investigate the toys and resources on offer and make independent choices in their play. The childminder places great emphasis on promoting children's well-being and physical development. She promotes a healthy lifestyle and encourages children to follow hygienic procedures, eat healthy food options and take part in exercise. She takes children to local toddler groups and places in the community. This gives children a wider range of experiences to share their play with other children beyond their immediate family. The childminder teaches children about how to keep themselves safe, for example by reminding them to be careful when using scissors and crossing the road.

Outcomes for children are good

All children, including funded children, are gaining the skills they require for their future learning and eventual move to school. They are inquisitive and active learners, who display good levels of confidence and self-esteem. They are well motivated and willing to try new activities. From an early age they learn to feed themselves, and older children develop good personal skills, such as putting on their own coats and shoes.

Setting details

Unique reference number	EY350765
Local authority	Leicestershire
Inspection number	10064473
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 September 2015

The childminder registered in 2007 and lives in Hinckley, Leicestershire. She operates all year round from 8am to 5pm, Monday to Thursday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder has an appropriate childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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