

Childminder Report

Inspection date

17 February 2017

Previous inspection date

10 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 is a good role model for children. She develops close relationships with children and is sensitive and caring in her approach. Children develop strong bonds with the childminder and show that they are very comfortable in the childminder's home. They settle well, and show they feel safe and happy.
- The childminder is effective in her self-evaluation, identifying her strengths and areas for further improvement. She successfully encourages parents to share their views and ideas, and they work together well to extend children's experiences.
- All children make good progress. The childminder is knowledgeable about the children in her care. She uses visual aids and adapts activities to help support children who speak English as an additional language.
- Children behave well. They know how to be kind, tolerant and demonstrate a clear respect for others. The childminder positively reinforces good manners and provides plenty of praise and encouragement to help raise children's confidence.
- The childminder establishes effective partnerships with parents. The childminder keeps parents well informed about their children's progress, including ways to extend this at home.

It is not yet outstanding because:

- Occasionally, the childminder is too directive in her teaching when she is delivering planned, focused activities. Children do not actively direct and develop their own learning experiences during these times.
- At times, the childminder asks too many questions without giving children sufficient time to think, work things out and respond in their own time.

What the setting needs to do to improve further

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

- make the most of planned activities and extend opportunities for children to express their own ideas and enhance their learning
- give children the time to think and work things out, to help them respond with greater success.

Inspection activities

- The inspector held discussions with the childminder and spoke to children at various times during the inspection.
- The inspector observed the childminder and the children while they took part in activities and play.
- The inspector took account of parents' views through the written statements provided.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed the children's development and the progress in their learning with the childminder.
- The inspector discussed the childminder's self-evaluation and her policies and procedures. She checked the evidence of the suitability of the childminder to work with children and her qualifications.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and awareness of child protection procedures to safeguard children's welfare. She is proactive in finding out about changes in legislation and updating her knowledge. The childminder is committed to her role. She has made effective improvements since her last inspection to meet children's learning needs. She has made good use of support and information to develop secure observation, assessment and planning procedures, in order to effectively monitor children's progress. She quickly identifies any gaps in children's learning and provides intervention and support when needed. The childminder follows an effective programme of professional development. For example, she completes relevant training courses and shares good practice ideas with other childminders. Partnerships with other professionals are strong and this helps the childminder to promote each child's development.

Quality of teaching, learning and assessment is good

The childminder is well qualified and experienced. She has good knowledge and understands that children learn through play. She interacts in positive ways and builds on what children already know to extend their learning. Overall, the childminder supports children's speaking skills effectively. For example, she reinforces their attempts to use language and introduces new words, such as kneading and sticky, as the children make play dough. The childminder provides interesting activities that motivate and inspire children to write. For example, children write shopping lists and then go to buy the items from the shops. Early mathematics is taught well. The childminder encourages children to count and use mathematical language while children play. For example, they match cards and pictures, and are beginning to estimate and recognise shapes in the environment.

Personal development, behaviour and welfare are good

Children are emotionally secure and show a strong sense of belonging in the childminder's home. The childminder provides a welcoming, stimulating and exciting environment. Children move around and explore with confidence and benefit from the childminder's wide range of activities and resources. The childminder has a good knowledge of children's individual backgrounds, which she reflects well in her provision to help all children learn and achieve. The childminder encourages healthy lifestyles. For example, children practise good routines for caring for their bodies and make choices from healthy food options. They have opportunities to be active in the fresh air every day which support their health and physical development. Children learn about other cultures and traditions. They are beginning to understand and respect the ways in which they may be similar or different to others. Transitions for the move on to school are organised well.

Outcomes for children are good

Children develop the necessary skills in readiness for school. They are enthusiastic, confident and sociable. They have a positive attitude to learning and are well motivated. Children show a strong interest in books and enjoy choosing stories to read. They are beginning to recognise their own name and show a keen interest in writing. All children are making good progress given their starting points.

Setting details

Unique reference number	EY380277
Local authority	Derby, City of
Inspection number	1058376
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	10 February 2016
Telephone number	

The childminder was registered in 2009 and lives in Derby City. The childminding provision operates on Monday to Sunday, from 7am till 6pm and all year round, except for bank holidays and family holidays. The childminder cares for children who speak English as an additional language. The childminder provides overnight care. She holds an early years qualification at level 4.

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