

# Childminder Report

## Inspection date

9 June 2015

## Previous inspection date

16 February 2010

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
|                                                                                        | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Children benefit from a warm and welcoming environment where they play and explore independently. The childminder places a strong emphasis on ensuring that children's well-being is always considered. This reinforces their self-confidence, which prepares them well for the next stage in their learning.
- The childminder has a secure knowledge and understanding of how children learn. She is skilled in describing what is happening and modelling language as children play. This helps children to develop their understanding and speaking and listening skills.
- The childminder has developed effective systems so that parents are able to actively contribute to initial assessments and regularly check their children's progress. This results in strong partnerships that promote a shared approach to children's care, learning and development.
- The childminder demonstrates a passionate and committed approach to providing a safe and nurturing environment. She attends training and engages with local professional support networks. As a result, she regularly reflects on ways to maintain high standards and considers how she can continually improve outcomes for children.
- The childminder takes effective steps to reduce potential dangers and is confident in her responsibilities with regard to child protection. Therefore, children are safeguarded and their welfare is protected.

### It is not yet outstanding because:

- The childminder does not always give children sufficient time to explore and consider their own ideas further, so that they can identify their own way to do things.
- The childminder is not yet skilled in linking what she knows about children's individual learning needs to all potential learning experiences, to promote even swifter progress.

## What the setting needs to do to improve further

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

- allow children more thinking time, so they can consider their ideas and be supported to put their thoughts into action
- make better use of identified next steps for individual children's learning, to provide activities and experiences that deepen children's learning and further accelerate their progress.

### Inspection activities

- The inspector observed activities indoors and outdoors, speaking to children at appropriate times while they played.
- The inspector discussed children's learning with the childminder following an activity.
- The inspector spoke to the childminder about the daily routines and children's individual learning and development.
- The inspector looked at policies, children's assessment records and a range of other documentation.
- The inspector looked at evidence of self-evaluation, including the views of parents provided in writing.
- The inspector checked evidence of suitability of the childminder, her assistant and family members.

### Inspector

Kim Barker

## Inspection findings

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

The childminder considers children's individual interests and needs to ensure that they have easy access to a broad range of resources. Toddlers use actions and repeat familiar and new words as they explore small-world figures and vehicles. They build towers with blocks outdoors. The childminder expertly adds challenge as she encourages them, suggesting that they add one more brick each time. As a result, children learn positional language and develop mathematical skills. The childminder is skilled in including all of the children in activities. Babies investigate the sensory experience of flour, while older children take part in a baking activity. The childminder is enthusiastic in promoting children's learning as ingredients are weighed out and mixed together. On occasion, however, the childminder does not allow sufficient time for children to follow their own inquiries and consider what they might do next. This means that children are not always supported to explore their own curiosities and become fully motivated learners.

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

Children are taught about the importance of leading a healthy lifestyle. The childminder plans nutritious meals and snacks for children. She follows guidance from parents regarding children's dietary requirements. The childminder ensures children get fresh air and exercise and develop their physical skills. They have open access to her garden and regular opportunities to visit local parks. Children develop positive relationships with the childminder. Babies who are currently settling in reach out their hands to her for reassurance when she moves away to collect more resources. Children cuddle in together with the childminder as she sings rhymes. Toddlers happily join in as they fill in the missing words or phrases in a favourite rhyme. The childminder takes time to encourage children to play together. They learn to share and take turns.

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

The childminder uses observations effectively to record the achievements children make in their learning and development. This allows her to identify children's needs and how she can help further develop their knowledge and skills. However, how she uses this important information is an area for improvement. This is because the childminder does not always weave each child's identified next steps in their learning into everyday routines and experiences. This means children are not consistently provided with the highest levels of challenge and every opportunity to progress. The childminder has established systems for tracking children's development, in order to share information about their progress with their parents. As a result, children benefit from a shared approach to their care, learning and development. The childminder offers ongoing guidance to her assistant as they work side by side. The childminder has developed relationships with other local settings and knows how to work closely with them to promote children's learning. The experienced childminder seeks to extend her qualifications, and thereby further improve children's experiences, through attending training.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY396435         |
| <b>Local authority</b>             | Leicestershire   |
| <b>Inspection number</b>           | 859793           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 17           |
| <b>Total number of places</b>      | 12               |
| <b>Number of children on roll</b>  | 14               |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 16 February 2010 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 2009 and lives in Shepshed, Leicestershire. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant.

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Piccadilly Gate  
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