

Childminder report

Inspection date	13 March 2019
Previous inspection date	28 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

- The childminder supports children's emotional well-being effectively. Children are happy and settle quickly. They form strong bonds with the childminder and feel safe and secure in her care.
- There are very good partnerships with parents. The childminder works closely with them to help ensure she meets children's individual care needs successfully. Parents are kept well informed about their child's progress and development.
- The childminder is a good role model and supports children's behaviour very effectively. She joins in with children's play to help them to understand about sharing. She gives children regular praise. Children behave well.
- The childminder accurately assesses and tracks children's progress. This helps ensure that children make good progress from their individual starting points. She provides a wide range of activities to support children's interests and next steps. This helps her to reduce any gaps identified in their learning.
- Children have varied opportunities to develop their senses. For example, the childminder provides materials and textured balls, for children to feel and look at. These opportunities enhance young children's enjoyment and involvement in what they do, and helps develop their understanding of the world.
- The childminder does not target her professional development sharply enough to help her acquire new skills and knowledge to enhance the quality of teaching to the highest levels.
- On some occasions, the childminder over directs children's play. She moves children on to another activity before they have had enough time to finish their play and explore their own ideas.

What the setting needs to do to improve further

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

- give children enough time to extend their ideas and finish their play to their own satisfaction
- strengthen professional development, to help extend knowledge, skills and teaching to the highest 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 assessments, their learning and development and the progress they make.
- The inspector took account of the views of parents and carers through comments provided by the childminder.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of suitability. She also looked at documentation linked to the childminder's professional development.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder uses her policies and procedures effectively. For example, she records any accidents and injuries that children arrive with, to protect them from harm. She understands the possible signs of child abuse and knows the procedure to follow if she has any concern about a child's welfare. She carries out detailed risk assessments to provide children with a safe environment to play in. The childminder evaluates her provision successfully and makes targeted plans for improvement. For example, she has changed the way she organises her outside environment, to help raise the outcomes for those children who prefer to play outdoors. She works closely with the other early years settings children attend to provide continuity of learning and care.

Quality of teaching, learning and assessment is good

The childminder is experienced and has a good understanding of how children learn. She interacts with children in a positive way and joins in their play. She gets down to children's level and plays alongside them. This helps the children to develop their confidence and motivates them successfully. The childminder supports children's language skills effectively. For instance, she models and repeats words well and introduces new words such as 'squidgy', 'bumpy' and 'squeeze' as the children play with various toys. This helps to increase children's vocabulary and understanding skills. Young children enjoy books and choose favourite ones to share with the childminder. They cuddle close to her and benefit greatly from the individual attention they receive.

Personal development, behaviour and welfare are good

The childminder supports children's emotional and physical needs well. She sets out her home in a very child-centred and stimulating way. She offers cuddles and reassurance when needed and responds to children's individual needs. For instance, she provides opportunities for children to rest or sleep when they feel tired. The childminder helps children learn to value their differences and similarities. For example, she uses her resources to celebrate different festivals and takes children into the community and on trips. The childminder ensures that children have opportunities to exercise and play outdoors daily. She provides healthy snacks for children and works with parents to ensure they provide healthy packed lunches.

Outcomes for children are good

Children are developing skills for future learning and their move on to school. They are beginning to develop their listening skills and enjoy their learning. Young children develop good physical skills, for example, as they grasp and build with blocks and playfully knock the towers down. This helps develop their awareness of shape and space. Children thoroughly enjoy listening to nursery rhymes and songs. They bounce up and down and move their arms and legs as the childminder sings to them and they listen to tunes.

Setting details

Unique reference number	EY401514
Local authority	Leicestershire
Inspection number	10064487
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 September 2015

The childminder registered in 2009 and lives in Hinckley, Leicestershire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for Christmas, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

