

Childminder Report

Inspection date

17 June 2015

Previous inspection date

29 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good because the childminder accurately assesses where children are at in their learning and where they need support. The childminder plans a varied range of activities that provide suitable challenge for children. As a result, children are making good progress and are developing the skills they will need for their move on to school.
- Children are settled and content with the childminder because she has a calm, sensitive and caring approach to her care. This promotes children's emotional development, which means they feel happy and secure.
- The childminder builds strong relationships with parents, extended family members and other settings that children attend, and regularly shares information with them. This means that children's individual needs are understood, which benefits their ongoing care, learning and development.
- Children are effectively safeguarded as the childminder has a strong knowledge of child protection and has effective policies to support her practice. Good attention is given to keeping the premises safe and secure, and positive steps are taken to minimise risks to children.
- The childminder effectively organises her practice. She continually evaluates the activities that she provides to identify the positive impact on children's learning and where improvements need to be made.

It is not yet outstanding because:

- Arrangements are not fully in place to liaise with parents about what children are learning at home. Consequently, this is not taken into account when planning activities to extend children's good learning even further.
- The childminder does not yet make the best use of opportunities to update her training.

What the setting needs to do to improve further

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

- explore further ways to help parents share what they know about their child to promote a consistent approach to supporting children's learning and development, so that they make the best possible progress
- make the most of professional development opportunities to further enhance practice, in order to support children's rapid progress and enjoyment.

Inspection activities

- The inspector viewed the areas used for childminding, spoke to children and the childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder, the policies and procedures, including safeguarding, risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint observation with the childminder, and discussed children's learning and development, sampled their records and viewed the planning documentation.
- The inspector took account of the views of parents from comments on questionnaires obtained by the childminder.

Inspector

Rachel Howell

Inspection findings

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

The quality of teaching is good. The childminder's enthusiasm and willingness to join in, makes learning fun and interesting. She acts as a very good role model and uses questions to support and encourage children to engage in conversations. Additionally, she encourages even the youngest children to do things by themselves before offering assistance. For example, children open packets of biscuits for their teddy bear's tea party. The childminder develops children's understanding of quantity and sharing as she encourages them to count the biscuits and ensure that everyone has one. Subsequently, young children are inquisitive and motivated in their play and sustain engagement in learning activities for periods of time. The childminder discusses with parents what their child has been participating in and the progress that they have made over time. However, the childminder does not always gather as much information as possible from parents about children's learning in their home environment. Therefore, there is scope for her to gain further details to help her build on children's interests and promote their learning to the utmost.

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

The childminder makes effective use of her home to support children's learning and development and to promote a healthy lifestyle. Young children move independently around the childminder's home. They relish having a tea party or playing with trains in the playroom. They enjoy using the easel in the utility room and enthusiastically make marks with pens and crayons. They then spend prolonged periods of time exploring the ways that small balls can travel on ramps and in football games in the childminder's kitchen and dining room. The childminder promotes children to have a positive attitude to a healthy lifestyle. She provides a range of healthy and nutritious snacks and home-made meals. She uses her well equipped and spacious garden to support children to enjoy being active outdoors. Additionally, she understands how the environment can offer children the opportunity to explore resources on a larger scale. Young children are able to further explore their fascination with balls as they experience using large tubes and pipes, developing their physical skills and problem-solving abilities.

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

The childminder has a good awareness of the welfare and learning and development requirements of the Early Years Foundation Stage. She carries out effective self-evaluation and monitoring of her provision and gains the views of parents to support her in this process. The childminder keeps up to date with current practice through mandatory training, research and professional reading. However, there is scope for her to develop her professional knowledge more sharply and increase her capacity to improve her provision even further. For example, building stronger links with other early years practitioners in order to share good practice and by broadening the scope of her additional training.

Setting details

Unique reference number	EY403291
Local authority	Leicestershire
Inspection number	850497
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29 June 2010
Telephone number	

The childminder was registered in 2009 and lives in Muxloe, Leicestershire. She operates Monday to Wednesday from 8.30am to 6pm, term time only.

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Piccadilly Gate
Store St
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