

Childminder report

Inspection date	27 June 2019
Previous inspection date	30 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. She knows the children and their specific needs well. Children form strong bonds with the childminder. They are happy and settle quickly.
- Children behave well. The childminder is a good role model for behaviour. She uses effective ways to promote positive behaviour. She joins in with children's play to help them to understand about sharing and taking turns with toys. She gives children regular praise to help build their self-esteem.
- The childminder accurately assesses and tracks children's progress. She identifies children's next steps in their learning and any gaps in their development. She provides a wide range of activities that support children's individual interests. Children are progressing well and gaining skills for future learning.
- The childminder works closely with parents to help ensure she meets children's individual care needs successfully. She keeps parents regularly informed about their children's achievements and involves them in their learning. This supports good continuity in children's experiences.
- The childminder is well organised and has a very professional attitude. She reflects on her own practice, evaluates the quality of the setting and makes improvements that benefit children. For example, she has changed the layout of the playroom to provide the children with more space to play.
- On occasions, the childminder does not fully support children's thinking and reasoning skills. For example, she does not give children sufficient time to respond to questions and suggestions, so that they can develop their own play ideas.
- At times, during planned activities, the childminder interrupts children's play unnecessarily. She over-directs play and moves children on to another activity before they have had enough time to explore their own ideas to their satisfaction.

What the setting needs to do to improve further

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

- provide children with sufficient time to process their thoughts and support their reasoning and thinking skills effectively, to help them develop their own play ideas further
- give children more opportunities to extend their ideas and finish their play to their own satisfaction.

Inspection activities

- The inspector had a tour of the childminder's home to check safety and security. She spoke with the children and childminder at convenient times throughout the inspection.
- 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 with the childminder the children's assessments, their learning and development and the progress they make.
- The inspector took into account the views of parents and carers through comments provided by the childminder and written questionnaires completed by parents and carers.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of qualification certificates. She checked evidence of the suitability of the childminder and household members, and 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 understands her duty to keep children safe. She keeps her safeguarding knowledge up to date and knows what to do if she has a concern about a child's welfare. The childminder follows safe recruitment and vetting procedures to ensure that her assistants are suitable to work with children. She supports and monitors her assistants' performance effectively. She ensures they attend essential training, such as first aid, and holds meetings with them to discuss the progress of the children. The childminder recognises the importance of professional development to help her improve her skills and knowledge. For example, she has recently attended a course on helping children's early reading skills. This has helped her to provide exciting and enjoyable story times for the children. The childminder works well in partnership with other professionals and early years settings. She shares information about children's progress to provide continuity in their care and learning.

Quality of teaching, learning and assessment is good

The childminder is well qualified. She has a good understanding of how children learn and their individual abilities. She interacts well with the children and enthusiastically joins in their play. The childminder promotes children's early reading skills through interactive story times. She reads stories with passion, changing her voice to motivate and engage the children. Children join in excitedly, taking on roles, sequencing events and acting out rhymes confidently with props. The childminder supports children's small-muscle skills well. This is evident when they play with yellow coloured rice. Younger children scoop the rice up with spoons, while older ones use tweezers. The childminder demonstrates how to do this and how to put the rice in different containers. She uses this opportunity to help teach the children about size.

Personal development, behaviour and welfare are good

The childminder creates a warm and welcoming environment. She encourages children to care for their own environment and be helpful. For example, children take part in tidying and putting away their own toys when they have finished their play. The childminder promotes healthy lifestyles effectively. Children benefit from fresh air and exercise. They enjoy being physically active as they play in the garden and ride wheeled toys around, negotiating the obstacles. They learn to blow as they play with bubbles. This excites the children, who run around watching the bubbles go 'pop'. Children learn about living things. For example, they become fascinated by the rabbits, who bounce around the garden, and how they eat.

Outcomes for children are good

All children, including those in receipt of funding, are progressing in their typical age ranges. They acquire a good range of skills to support their continuous learning and help them prepare for their eventual move to school. They are confident, sociable and have a positive attitude towards their learning. Children are developing good early writing skills. They use chalks and enjoy drawing butterflies and talking about the pictures they create. Children confidently carry out tasks and develop their personal care skills. For example, washing and drying their hands.

Setting details

Unique reference number	EY406938
Local authority	Derby
Inspection number	10106528
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	30 September 2015

The childminder registered in 2010 and lives in Spondon, Derbyshire. She operates all year round from 8am until 5.30pm, Monday to Friday, except for Christmas and bank holidays and family holidays. The childminder is in receipt of funding to provide free early education for two- and three-year-old children. She holds an early years qualification at level 3 and occasionally works with an assistant.

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