

# Childminder Report

**Inspection date**

26 January 2016

Previous inspection date

25 July 2011

| <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        |
| 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 makes regular observations and accurate assessments of children's achievements. She plans activities effectively so children are consistently challenged to make as much progress as possible in their learning and development.
- The childminder has developed strong partnerships with parents. They are regularly consulted and informed of their child's progress so that they can play an active part in their child's learning. The childminder supports parents with ideas about how they can improve their child's learning experiences at home. Children enjoy talking about the activities they take to do at home with their parents.
- Children show through their warm and affectionate behaviour with the childminder that they feel emotionally safe and secure. She helps them to behave well and build positive and trusting relationships with each other.
- The childminder continuously reviews her provision. She seeks the views of parents and children and shows a good understanding of her strengths and priorities for improvement.
- The childminder works proactively with other settings that children attend. They share information about children's care and learning needs to help all children to progress well.

**It is not yet outstanding because:**

- The childminder does not effectively support younger children to develop their growing vocabulary. She does not always recognise when young children are ready to move on from baby talk.

## What the setting needs to do to improve further

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

- enhance opportunities for younger children to further extend their growing vocabulary.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members, and the childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector took account of written feedback from parents.

### Inspector

Ruth Moore

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. Safeguarding arrangements are effective. The childminder is clear about the procedures she must follow should she have concerns over the safety of children in her care. Risk assessments support her practice to provide a safe and secure environment for the children, both inside and outside the home. The childminder has relevant policies and procedures in place. She shares these with parents so they are well informed about the service she offers. Parents are very complimentary about the childminder. The childminder takes part in ongoing professional development to make further enhancements to her practice and teaching skills. She is an active member of her local childminding group.

### Quality of teaching, learning and assessment is good

The childminder gathers information about children prior to their start in her care. She completes baseline assessments to help her to identify children's starting points. The childminder uses this information to provide stimulating activities that fully promote children's interests from the start. Children are highly motivated and keen to take part in activities that are offered. They enjoy using their own ideas during art and craft activities. Children thoroughly enjoy using hammers to knock wood into place when building towers. The childminder's interactions with children are positive and show her secure understanding of how children learn. She promotes older children's communication and language skills well. The childminder accurately monitors children's learning and development. If gaps in children's learning are identified, action plans are put in place to address any concerns quickly. This means the childminder is able to ensure that children's progress is sustained over time.

### Personal development, behaviour and welfare are good

The childminder is committed to ensuring that children's personal, social and emotional needs are well met. She helps children develop healthy lifestyles. The childminder provides children with nutritious snacks and meals and plenty of opportunities for fresh air and exercise. Older children eagerly discuss why drinks with lots of sugar in them are not healthy. Children learn about diversity and the wider world. They visit groups and attractions in the local community, where they are able to socialise with other children. This helps to enhance children's understanding and respect of other people, their lifestyles and cultures.

### Outcomes for children are good

The childminder helps children to make good progress from their starting points. They develop confidence and problem-solving skills to help them in the future. Children are well prepared for the next stages of their learning and their eventual move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY414970                                                                          |
| <b>Local authority</b>             | Derbyshire                                                                        |
| <b>Inspection number</b>           | 851570                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 25 July 2011                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2010 and lives in Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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