

Childminder Report

Inspection date

4 March 2016

Previous inspection date

16 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Partnerships with other professionals are effective. The childminder shares information and actively promotes continuity of care for children who attend more than one setting.
- The childminder has developed effective systems to enable her to reflect on the quality of her provision. She frequently seeks the views of parents and children to help her to identify and target areas for improvement.
- The childminder develops close working relationships with parents. She ensures that a two-way flow of information is consistently shared and effectively used. This helps to support children's learning and welfare needs, both in her care and at home.
- The childminder and her assistant make good use of every opportunity to extend children's vocabulary and understanding of new words. All children, including those with delayed speech, are making good progress in their communication and language development in relation to their starting points.
- The childminder and her assistant are good role models for children. They listen to and respect the ideas children share. This helps children to gain confidence in voicing their ideas and feeling valued and respected.
- Children are happy and confident. They develop strong attachments with both the childminder and her assistant.

It is not yet outstanding because:

- The organisation of toys and resources does not fully support younger children to independently select from a wide range of learning opportunities to direct their play.
- The childminder does not sharply focus on supporting the ongoing development of her assistant's knowledge and skills.

What the setting needs to do to improve further

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

- improve opportunities for children to select a range of resources and direct their own play
- enhance the assistant's professional development to support the ongoing development of skills and knowledge and promote even better outcomes for children.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the childminder and her assistant's interactions, and children's daily play routines.
- The inspector took account of the parents' written views.
- The inspector and the childminder evaluated a planned activity together.
- The inspector viewed a range of documentation, including policies and procedures, and children's records.

Inspector

Katherine Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Both the childminder and her assistant have a clear understanding of their roles and responsibilities with regard to safeguarding the children in their care. Children are supervised closely and good procedures are followed to protect them from harm. The childminder monitors children's development well. She has a clear understanding of the individual needs of each child in her care and of the progress that each child makes. This helps to ensure that any identified gaps in children's learning are closing. The childminder has a clear understanding of her professional development needs. She has attended training and regularly researches new guidance and legislation in order to continually drive improvement forward.

Quality of teaching, learning and assessment is good

The childminder and her assistant know the children well. Accurate observations and assessments clearly identify children's next steps for learning. Activities are well planned and the childminder and her assistant involve themselves fully in children's play to promote their learning. For example, children are supported to solve problems as they build a train track through a tunnel. The childminder has a strong understanding of how to support children with language delays. All children benefit from a language-rich environment and children are praised when they try to use new words as they play. Children show interest and engage well with the activities on offer. For example, children enjoy using building blocks to create tall towers. Children regularly play outside. They are encouraged to explore their natural environment. They enjoy learning about why snow melts when they try to catch it.

Personal development, behaviour and welfare are good

Children are confident and they are well supported to understand how to behave appropriately in a very calm and welcoming environment. They are gently guided by adults who are positive role models. The childminder and her assistant continually encourage children in their learning and development, and praise is consistently well delivered. Children are taught to respect their environment. For example, they enjoy tidying away the bricks and preparing the room at snack time. Children are supported to respect and celebrate each other's differences. They enjoy visiting their local community and are encouraged to ask questions to help them understand the new things they see. This helps them to develop self-confidence in new situations. Children develop an understanding of the importance of healthy lifestyles as they enjoy nutritious food, follow effective hygiene routines and engage in physical exercise each day.

Outcomes for children are good

All children, including those with special educational needs, make good progress in relation to their starting points. They are actively engaged and motivated learners who are excited to try new experiences. Children learn to independently manage their own personal care needs and to express their opinions with confidence. These key skills support children's future learning and prepare them well for their move to other settings.

Setting details

Unique reference number	EY415493
Local authority	Derbyshire
Inspection number	851620
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	25
Name of provider	
Date of previous inspection	16 February 2011
Telephone number	

The childminder was registered in 2010 and lives in Chesterfield, Derbyshire. She works with an assistant and operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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