

Childminder Report

Inspection date

9 March 2017

Previous inspection date

29 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 knows children well. She regularly observes and assesses children's level of achievement and plans effectively for their individual learning. Children make good progress in their learning and are gaining the key skills in readiness for school.
- The childminder offers sensitive guidance and consistent boundaries to help children learn how to behave. She is a good role model and uses her understanding about child development to ensure activities and experiences are appropriate and match their level of development.
- The childminder demonstrates ambition and commitment to achieving the very best outcomes for children. She has high expectations of herself. She works closely with the local authority to reflect on her practice, evaluate her strengths and weaknesses and identify clear improvement plans that help to drive the setting forward.
- Toddlers listen carefully to the childminder and are confident talkers. The childminder promotes children's communication, physical and social skills very well.
- The childminder has a good understanding of how to recognise concerns about a child's welfare. She uses a safeguarding audit tool to help her identify any gaps in her knowledge and then addresses these through training.

It is not yet outstanding because:

- Children have fewer opportunities to develop their understanding of diversity.
- Although the childminder is evaluating her setting, she does not yet fully involve parents in this process to drive rapid improvement.

What the setting needs to do to improve further

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

- help children to gain a deeper understanding of diversity
- find ways to involve parents in the self-evaluation process.

Inspection activities

- The inspector viewed areas of the home and garden used for childminding. She discussed with the childminder how she assesses and minimises any risks.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked evidence of suitability of the childminder and adult members of the household and looked at evidence of the childminder's training.
- The inspector observed an adult-led activity and jointly evaluated this with the childminder.
- The inspector looked at a range of documentation, including children's records.
- The inspector took account of the written views of parents and professionals expressed in letters read during the inspection.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

The childminder is enthusiastic and dedicated. Overall, she reflects well on her practice with a view to continually developing her service. She has worked hard in the last year to raise the standards of care and education and improve her practice. Actions and recommendations given at her last inspection have been addressed effectively. The childminder has formed good relationships with parents. She regularly shares information with them regarding the progress children are making. Parents share positive comments about the provision for their children. Arrangements for safeguarding are effective. The childminder has a secure understanding of child protection and the action needed to take if she was concerned about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder uses knowledge gained from her qualification to plan for children's different patterns of learning. Planned activities match children's preferences for learning alongside next steps to help accelerate their progress. For example, toddlers are highly engaged as they use their fingers and utensils to pick up small beads and drop them into cups, funnels and tubes. Furthermore, the childminder recognises the learning potential within activities and responds with further skillful interactions. For example, the bead activity is further extended when the childminder adds different resources to encourage the children to start threading the beads. As a result, children remain interested and engaged for long periods of time. Babies physical skills are promoted as they have lots of time and space to lie on their back and tummy and strengthen the muscles they need to hold their head up and roll over.

Personal development, behaviour and welfare are good

The childminder takes time to get to know children and families during well planned and effective settling-in sessions. Children demonstrate that they have formed strong attachments to the childminder and start to settle very quickly. The childminder helps new children to become resilient and explore their immediate surroundings through positive interactions and lots of praise. She is skillful at knowing when to step in and offer extra support and when to use their interests and favourite toys to distract them. The childminder uses the local community, such as toddler groups, parks and shops, to extend children's learning and promote their well-being. This also helps children to build relationships with others and develop their social skills. The childminder shares information with other early years settings and the local school. This helps to promote consistency in children's care and learning, while supporting them to be emotionally ready for their move on to school.

Outcomes for children are good

Children confidently make choices about what they would like to do. They are inquisitive explorers and are encouraged to be independent in their thinking. Children's mathematical knowledge is extended when the childminder encourages children to count, solve problems and use mathematical language during everyday activities. They develop good communication and language skills and express their needs clearly.

Setting details

Unique reference number	EY415813
Local authority	Leicestershire
Inspection number	1058441
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	29 June 2016
Telephone number	

The childminder was registered in 2011 and lives in Ashby-de-la-Zouch, Leicestershire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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