

Childminder Report

Inspection date

28 October 2016

Previous inspection date

10 May 2013

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

- Parents are overwhelmingly positive as they describe their children's experience with the childminder. They recognise that their children's confidence has grown since being with her. Parents comment that the childminder is good at including them in their children's learning and development.
- Teaching is good. The childminder provides a wide range of good quality toys and resources. This supports children's learning and development. There is a good balance between adult-led activities and opportunities for children to play and lead their own learning.
- Children's health and well-being are promoted particularly well through outdoor play. The childminder makes very good use of her garden and this is a particular strength of her setting. Children benefit from a highly stimulating environment that promotes their learning.
- The childminder is a good role model who has high expectations of children's behaviour. She encourages children to share, take turns and complete tasks together. Children are well mannered, polite and learning to resolve their own conflicts independently.
- The childminder reflects on the quality of her provision, taking into account the views of parents and children. She evaluates her practice and uses what she learns to provide a good quality care and learning experience for children.

It is not yet outstanding because:

- The childminder does not always use information gained about children to sharpen her focus on how best to support their early writing skills.

What the setting needs to do to improve further

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

- make even better use of information gained about children's learning styles and interests to support their emergent writing skills, particularly for older boys.

Inspection activities

- The inspector viewed areas of the home and garden used for childminding.
- The inspector discussed children's individual progress with the childminder.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder and discussed the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the childminder's own parent survey.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

The childminder is enthusiastic and passionate about childminding. She is committed and motivated to drive her provision forward. Since her previous inspection she has kept up to date with best practice and changes in legislation. She does this through ongoing training and development plans and networking with other childminders. Furthermore, she has gained a qualification in early years which has enhanced her knowledge and practice. Arrangements for safeguarding are effective. The childminder is knowledgeable about procedures to follow should she be concerned about a child's welfare. She has a good understanding about how to keep her environment safe and minimise any hazards.

Quality of teaching, learning and assessment is good

Children clearly enjoy role play. They immerse themselves into a world of superhero play. Here, they practise and develop important skills as they take on roles, use their imagination and create true friendships with one another. They are fully engaged and motivated in their self-chosen play. The childminder plans activities and experiences that support children's understanding of different seasons and of their culture. For example, they enjoy decorating pumpkins that they have grown in the childminder's garden for Halloween. Children are confident communicators with a wide range of vocabulary. For example, children are heard using the words pyramid and camouflage in the correct context. The childminder in turn acknowledges children's level of understanding and development and poses interesting and thought-provoking questions to extend their language even more. Children make consistently good progress and are gaining the skills needed for school.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and secure in the childminder's home. They freely explore, both the inside and outside environment and thoroughly enjoy their time with the childminder. They have formed strong attachments to her. This is because the childminder spends good quality time with children and their families getting to know them before they start. The childminder encourages children to be active and independent as they are able to help themselves to a good range of resources that motivates them to play. Children can choose whether to play indoors or outdoors. They show good physical skills and are starting to assess risks as they climb steps, jump from a small wall and walk along a plank of wood.

Outcomes for children are good

Children are highly curious, eager and spend significant amounts of time at activities. They are developing their understanding of mathematics as they show a range of different mathematic skills they are developing. For example, they count confidently in their play, ask each other questions, such as, 'Which pumpkin is the tallest?' and use their problem-solving skills when building towers. They have ample opportunities to mix with a range of other children. They attend different groups in the community, which further supports their social skills and helps prepare them for the move on to school.

Setting details

Unique reference number	EY454726
Local authority	Leicestershire
Inspection number	1066414
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	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	10 May 2013
Telephone number	

The childminder was registered in 2012 and lives in Shepshed, Leicestershire. She operates from 7.45am until 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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