

Childminder Report

Inspection date

7 July 2016

Previous inspection date

1 September 2014

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 regularly undertakes mandatory and additional training. She has undertaken a level 3 qualification since her last inspection in order to enhance her knowledge, improve her provision and the experiences she offers the children.
- The quality of teaching is good. The childminder accurately assesses children's progress and effectively plans for their next steps in learning. This ensures children are well challenged and make good progress in their learning and development.
- Children are happy and settled in the care of the childminder. This is because the childminder works hard to get to know each child very well and develops strong emotional bonds with them.
- The childminder keeps parents well informed about their children's achievements and progress through a variety of effective methods. This helps them gain a clear picture of what their children can do and where they need assistance, promoting consistency in the support children receive.
- Children behave well and any minor disagreements are quickly dispersed due to prompt interaction from the childminder and her positive encouragement. She supports children to play together so that they learn to share resources and take turns. She praises children for their efforts, fostering their confidence and self-esteem.

It is not yet outstanding because:

- The childminder does not take account of the views of parents and children when deciding upon improvements at the setting.

What the setting needs to do to improve further

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

- strengthen the system for evaluating practice and include more opportunities to review and act upon the suggestions and ideas of parents and children.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder, as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint evaluation of an activity with the childminder. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector took account of the views of parents by reading comments on messages given to the childminder.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities. She outlines risks and takes steps to minimise hazards in her home. She is aware of the signs of child abuse and neglect, and she has informative written safeguarding procedures and reference documents to follow if she has concerns about a child's safety. The childminder is well organised and supervises the practice of her assistant. She monitors her provision effectively and reflects on her practice. She outlines clear areas for improvement in order to make positive changes which benefit children's care and learning. She works closely with other childminders, taking part in professional discussions and sharing good practice.

Quality of teaching, learning and assessment is good

Children enjoy learning through play. The childminder identifies what children need to learn next and plans resources based on their interests. She uses children's interest in animals to stimulate their play across a range of areas of learning. Children enjoy acting out an imaginative small-world zoo scenario and they develop their thinking skills as they match animal puzzle pieces. The childminder supports all of the children, appropriate to their age and through responsive interactions; building on what they know and can do. She encourages children to talk about the animals they select. She helps them to recall names and animal noises as she asks them probing questions. Children develop their speech very effectively, learning new words, such as 'ostrich' and 'stork'. The childminder helps them to notice and compare the sizes of animals. They talk about mummy and baby animals, developing their skills in mathematical concepts and understanding of the world.

Personal development, behaviour and welfare are good

The childminder is caring and attentive to children's needs, fostering their confidence and developing their sense of well-being effectively. Children have lots of opportunities to progress their manipulative skills. They spend time exploring a range of puzzles and the childminder encourages them to actively explore, think and persevere, appropriately finding solutions. Children make marks with chalks on boards. The childminder acts as an effective role model, drawing items and inspiring children well. Older children copy her lead as they draw shapes and count the sides as they form them. Children benefit from fresh air and exercise during play in the childminder's garden or on visits to nearby parks. They enjoy outings to local groups in the community, where they have opportunities to build their confidence in social situations and learn about similarities and differences between themselves and others.

Outcomes for children are good

All children are making good progress. They are learning to communicate effectively and are becoming confident individuals, including those that require additional support. Two-year-olds in receipt of funding make progress that is better than is typical for their age. Children's self-confidence and independence is developing well. They are inquisitive, motivated and sustain engagement in learning activities for good periods of time relevant to their age and stage of development. This helps them develop essential life skills, preparing them well for their next stage of learning and their move on to school.

Setting details

Unique reference number	EY457968
Local authority	Leicestershire
Inspection number	1044095
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	1 September 2014
Telephone number	

The childminder was registered in 2013 and lives in Burbage, Leicestershire. She occasionally works with an assistant. She operates all year round from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

