

Childminder Report

Inspection date

15 October 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 is very animated when reading stories, which effectively promotes children's enjoyment and engagement. She makes good use of these activities to support their communication and language skills. Children repeat difficult words and phrases and anticipate what is going to happen next.
- The childminder skilfully observes children's progress to evidence their achievements. She uses this information well to identify their next stage of learning. She carefully incorporates children's interests when planning activities to support their active learning.
- The childminder consistently reinforces good behaviour by praising children when they share toys and resources. This helps children to learn to play together and promotes their self-esteem and emotional security.
- The childminder has a recognised early years qualification and is proactive in developing her knowledge through regular training. She makes good use of this information to improve her teaching. For example, she now provides regular listening activities to support children's development in this area.
- The childminder provides a safe and well-organised environment. She makes effective use of the space so that children have variety in their play and daily opportunities to enjoy activities in the garden.

It is not yet outstanding because:

- The childminder does not always organise the information that she provides for parents and carers well. Therefore, parents do not always know exactly what their children's next steps in learning are so that they can support them.
- The childminder has not fully established how she will work in partnership with other settings that children attend.

What the setting needs to do to improve further

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

- refine the information provided for parents and carers with regards to children's learning so that they can better support this at home
- identify ways to build effective communication with other settings children attend to ensure consistency of support for their learning and development.

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 discussed the planning of activities with the childminder.
- The inspector checked evidence of the suitability of adults living on the premises.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of training.
- The inspector took account of questionnaires completed by parents and carers.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises her practice well and effectively meets the safeguarding and welfare requirements. She thoroughly and regularly checks on children's development and is able to quickly identify if they are not making sufficient progress. The childminder evaluates the impact of any changes she makes. She also plans how she can expand on those that are successful to further improve her practice. The childminder makes good use of information from other sources, in order to inform her own practice and to share with parents and carers. The arrangements for safeguarding are effective. The childminder has a broad knowledge of possible child protection issues and a clear understanding of how she would deal with any concerns. The childminder understands that she needs to share information with other settings that children attend. However, she has not fully established how she will do this so that support for children's learning is consistent.

Quality of teaching, learning and assessment is good

The childminder makes good quality and regular observations on children's learning. From these observations she identifies what children like to do, where they excel and what they need to learn next. She then makes appropriate plans of how she is going to support these next steps in learning. Children enjoy regular activities in the garden. The childminder joins in with children's play and teaches them new skills, such as catching a ball. She guides them through explanations and encourages them to persist, giving lots of praise when they catch the ball. The childminder effectively supports children's imaginative skills. She lays out toys and resources that they enjoy playing with and encourages them to make up their own games. The childminder regularly shares information about children's learning with parents and carers. However, there is a huge amount of information, which makes it difficult to establish where children are at in their learning. Information about next steps in learning does not always describe the skills children need to learn so that parents and carers can provide consistent support.

Personal development, behaviour and welfare are good

Children have a good relationship with the childminder. She provides good support for children as they move on to other settings so that they are well prepared emotionally. The childminder teaches children to develop an understanding of how to stay safe. For example, she talks to children about road safety and establishes a routine for walking to school. The childminder is a good role model in terms of health and hygiene. For example, she washes her hands and wears an apron when preparing and serving food and explains why she is doing so. The childminder consistently encourages children to manage their own personal care and develop independence at mealtimes.

Outcomes for children are good

Children make good progress from their starting points and develop the skills they need for their future learning. They have good communication skills and are enthusiastic learners who are ready for their next stage in learning, including the move on to school.

Setting details

Unique reference number	EY464372
Local authority	Derbyshire
Inspection number	946778
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2013 and lives in Belper. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays, Christmas holidays and family holidays. The childminder has a relevant qualification at level 3.

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