

Childminder report

Inspection date	26 June 2019
Previous inspection date	15 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 effectively supports children's emotional needs and well-being. She is kind, caring and attentive to children's needs. Children demonstrate they are comfortable in their surroundings. They confidently move around the rooms selecting the toys they wish to play with.
- The childminder establishes effective partnerships with parents. She works with parents from the start, to establish children's routines. The childminder keeps parents well informed about their child's welfare and progress. This helps her to meet children's individual needs well.
- The childminder has a good understanding of how children learn. She enthusiastically joins in with their play and takes time to show them how things work. Children make good progress and are gaining skills for their future learning and eventual move to school.
- The childminder is a good role model for behaviour. She helps children learn how to behave well and gives them regular praise. Children play cooperatively alongside one another and learn to take turns. For example, they wait to have their turn at knocking down skittles.
- The childminder reflects on the quality of her provision and makes continual improvements. For example, she has increased the opportunities available for those children who prefer to play outside.
- Sometimes, the childminder does not monitor children's progress rigorously enough. The support she provides for children is not always sharply focused to help them make the best possible progress.
- The childminder does not precisely focus her professional development to enhance the quality of teaching to outstanding levels.

What the setting needs to do to improve further

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

- develop the systems used to monitor and track children's development to ensure the support provided is sharply focused, in order to help them make the best possible progress
- strengthen the programme for professional development to focus more precisely on raising the quality of teaching to outstanding levels.

Inspection activities

- The inspector had a tour of the childminder's home to ensure the premises are safe and secure. She spoke with the children and with the childminder at convenient times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder. She discussed children's assessments, their learning and development and the progress they make.
- The inspector took into account the views of parents and carers through comments provided by the childminder.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of suitability checks for the childminder and household members. She also looked at documentation linked to the childminder and her assistant's professional development.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to report any concerns about a child's welfare. She has completed safeguarding training to ensure she is up to date with the wider issues of safeguarding children. She carries out regular checks on her home and garden to ensure children can play safely. The childminder works well with other early years professionals to help children's move to school. She shares information about children's progress to provide continuity in their care and learning.

Quality of teaching, learning and assessment is good

The childminder is well qualified. She has a good understanding of child development. The childminder knows the children's interests and provides a range of enjoyable opportunities that help to support their learning. She interacts with children in a positive way and shows enthusiasm as she joins in their play. The childminder supports children's communication and language skills effectively. For example, she gives younger children a running commentary about what they are doing. This helps to develop their understanding and speaking skills. She skilfully asks older children questions to develop their conversations and thinking skills. The childminder supports children's physical well-being. This is evident when the children play a game of skittles. They learn to throw the balls to knock the skittles down using their hand-to-eye coordination and wrist movements well. The childminder extends this activity by encouraging children to count how many skittles have fallen down. This helps to develop their early mathematical skills.

Personal development, behaviour and welfare are good

The childminder supports children's physical well-being effectively. Children confidently and enthusiastically explore the welcoming and stimulating environment. They are happy, settled and form strong bonds with the childminder. The childminder promotes healthy lifestyles. For example, she encourages children to drink throughout the day and provides opportunities for them to enjoy fresh air and exercise on a daily basis. She provides nutritious food, to help promote healthy eating habits. The childminder supports children to develop a good understanding of the lives of people from backgrounds different to their own. For example, children take part in activities to learn about cultural events and celebrations. In addition, the childminder reminds children why it is important to be polite, to listen and to be respectful towards each other.

Outcomes for children are good

All children, including those in receipt of funding, are making progress typical for their age range. They concentrate and listen to stories. Younger children enjoy turning the pages of books, whereas older children become engaged and anticipate what is coming next. They are self-motivated and have lots of fun as they learn. Children are independent and develop good personal care skills. They enjoy helping with routine tasks and can follow simple instructions. For example, they tidy away the toys so they can make space to play another game. Older children use their imagination well. For instance, they pretend to feed the dolls their dinner and take them shopping.

Setting details

Unique reference number	EY464372
Local authority	Derbyshire
Inspection number	10106595
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	26
Date of previous inspection	15 October 2015

The childminder registered in 2013 and lives in Belper, Derbyshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for Christmas, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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