

# Childminder Report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 12 April 2018 |
| Previous inspection date | 13 May 2014   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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

- Children form strong attachments to the childminder and other children. They are happy and have a positive sense of belonging. The childminder meets children's emotional needs well.
- The childminder is skilled at interacting with the children. They develop good communication and language skills and are confident and sociable.
- Children demonstrate high levels of independence and thoroughly enjoy their time with the childminder. They freely access resources from the wide range of activities on offer, which helps to support their imaginative skills well.
- The childminder develops effective partnerships with parents to meet each child's care and learning needs through a consistent approach.
- The childminder is committed to continued improvement and keeps up to date with good practice. This has a positive impact on the children's good progress.

### It is not yet outstanding because:

- Occasionally, children are asked questions in quick succession and, as a result, they do not have time to think and respond.
- Partnerships with other providers are not fully embedded to regularly share information about children's progress.

## What the setting needs to do to improve further

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

- further develop the good strategies in place to increase children's thinking skills and give time for them to talk about their thoughts
- strengthen the partnerships with all providers from other settings children attend so that fuller information about their learning is exchanged.

### Inspection activities

- The inspector observed the quality of teaching and the impact of this on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a sample of other documentation.
- The inspector took account of written feedback and questionnaires from parents.
- The inspector discussed self-evaluation and observations of the children's play, learning and progress with the childminder.

### Inspector

Julie Dale

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her child protection responsibilities. She knows how to recognise the signs and symptoms that may relate to a welfare concern about a child and is confident in reporting her concerns. The childminder evaluates her work well. For example, she attends training to acquire new ideas for exciting learning opportunities for the children and to keep her teaching skills up to date. The childminder observes and assesses children's progress and knows them well. She uses her knowledge to offer challenging activities and to identify any areas where extra support may be needed. Her effective use of planning and teaching helps to close any gaps in their learning.

### Quality of teaching, learning and assessment is good

The childminder makes regular observations and identifies children's next steps effectively. She motivates children to learn and has a good understanding of how to engage them in play. For example, children enjoy playing with flour, water and spices and mix them with water. The childminder involves all children in making choices, such as adding diggers to the flour mixture to see what marks are made. Children make good attempts to use number names accurately in their play. The childminder supports children well; for example, she models counting the balls children have when playing a throwing game and counts the number of penguins they add to their mixing activity.

### Personal development, behaviour and welfare are good

Children learn to behave appropriately and to keep themselves safe. The childminder gently reminds young children about behavioural expectations to increase their understanding of how to play well with others and share resources and toys. She offers lots of praise and this helps to raise children's self-esteem. The childminder has made sure that her home and garden provide a safe place for children to play in. Children demonstrate they know the importance of following good hygiene routines. They ask to wash their hands after playing with flour and water mixtures before moving to another activity or having their snack.

### Outcomes for children are good

Children make good progress and are well prepared to move on to the next stage in learning. Children learn to solve problems. For example, they change from using a smaller spoon to a larger spoon when transporting and mixing flour and water in a tray and judge the size and space accurately. Children communicate well, for example, as they play imaginatively and create stories with familiar resources. They confidently join in with a familiar story, which helps them develop good language and social skills.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY468436                                                                          |
| <b>Local authority</b>             | Derbyshire                                                                        |
| <b>Inspection number</b>           | 1102726                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 3                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 13 May 2014                                                                       |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2013 and lives in Swadlincote, Derbyshire. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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