

Childminder Report

Inspection date	12 November 2015
Previous inspection date	16 March 2011

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

- The childminder has a very good understanding of how to safeguard children. She can recognise the signs and symptoms that would cause concern about a child in her care. She is clear about her procedures to follow should she have a concern about a child's welfare.
- Children settle very well and enjoy their time at the childminder's home. They form good relationships with the childminder who is attentive and responsive to children's interests and individual needs.
- The childminder has a secure understanding of the requirements of the Early Years Foundation Stage and of how children learn. This enables her to plan stimulating activities based on children's interests and needs.
- The childminder provides interesting and challenging experiences and is able to adapt these for the different aged children that attend. Children gain the skills they need to be ready for the next stages in their learning, including school.
- The childminder is a good role model and promotes an inclusive approach. She offers lots of encouragement and praise which boosts children's self-esteem. Children learn to share, take turns, play together and behave well.

It is not yet outstanding because:

- The childminder has not fully considered ways to reflect and evaluate her provision to develop the quality of teaching even further.
- Occasionally, the childminder does not always use what she knows about children's development to best effect when planning activities that support children's next steps in learning.

What the setting needs to do to improve further

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

- improve the system for self-evaluation, specifically the identification of strengths and weaknesses in teaching practices to promote continual improvement
- focus on identifying activities that are even more closely linked to children's next steps in learning, in order for their progress to be accelerated.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's policies and procedures, children's learning journeys and evidence of the suitability of people in the household.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder maintains a safe environment by reviewing risks and supervising children as they play. She has a comprehensive range of policies and procedures to help her manage her provision and guide her practice. These are successfully implemented to effectively underpin and promote children's safety and welfare. The childminder places a strong focus on her professional development. She extends her knowledge through training courses and by using professional early years websites. This means that she keeps up to date with legislation and new initiatives. The childminder uses this knowledge to provide children with high-quality learning experiences. Partnerships with parents and other settings are good. Parents praise the progress their children make and comment on how committed and supportive she is. The childminder spends time speaking to other settings that children attend. This ensures consistency of learning is offered and enables her to extend children's learning in her own setting.

Quality of teaching, learning and assessment is good

The childminder asks purposeful questions to help children think and effectively share their thoughts and ideas. She has a very clear picture of each child's capabilities and skills. Children are fully engaged in the activities provided and are able to choose what they wish to do, which promotes their confidence and independence. They enjoy looking for shapes in a container of shredded paper and exploring marks they have made in play dough. Children's mathematical skills are supported well. Children enjoy making patterns in play dough and talking about the different shapes. Younger children explore size and develop their problem-solving skills through stacking rings. This purposeful teaching gives children good foundations for their future learning, such as school.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development is promoted exceptionally well. Older and younger children are helped to mix and interact well with each other, developing important social skills. The childminder ensures children have regular opportunities for fresh air and exercise through an assortment of well-planned activities and outings. Furthermore, the childminder provides a range of fresh fruit at snack time and talks to the children about healthy eating. This promotes their good health and well-being. Children are confident and demonstrate high levels of self-esteem when they are with the childminder. Younger children clap their hands with excitement when they are praised. Older children engage visitors in conversation, talking about all the activities they enjoy. Good hygiene routines are promoted as the childminder sings a song to encourage good handwashing after children have been to the toilet.

Outcomes for children are good

Children are independent and display high levels of engagement as they play. They are confident, contented and enthusiastic to take part in activities and learn. Children develop early literacy and mathematical skills needed for future learning. All children make typical progress from their starting points.

Setting details

Unique reference number	258217
Local authority	Leicester City
Inspection number	864617
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 3
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	16 March 2011
Telephone number	

The childminder was registered in 2001. She lives in the Stocking Farm area of Leicester. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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 2015

