

Childminder report

Inspection date	29 October 2018
Previous inspection date	25 February 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

The provision is good

- The quality of the childminders teaching is good. She enthusiastically joins in with children's play and skilfully extends their learning. She provides an exciting range of resources that motivates children's interests as they handle, explore and investigate using all their senses.
- The childminder establishes warm and positive relationships with the children and their families. Children are settled, happy and their emotional well-being is promoted well by the friendly and caring childminder.
- Children behave well. They develop strong friendships with one another and play cooperatively together. The childminder acts as a positive role model and sets clear boundaries for children to follow. Children listen to instructions, they take turns and use their manners routinely.
- The childminder promotes children's language and communication skills effectively. She constantly commentates on what children are doing, helping them to make sense of their play. She uses a variety of different questioning techniques to enhance children's speech and broaden their vocabulary.
- The childminder works closely with other early years settings that children attend. She shares relevant information with them to help promote the continued care and learning of the children.

It is not yet outstanding because:

- Sometimes, children's next steps in learning are not identified precisely enough to help them make the best possible progress.
- The childminder does not always engage all parents in supporting their children's learning at home and contributing to their learning assessments.

What the setting needs to do to improve further

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

- focus more precisely on identifying children's next steps in learning to help them make the best possible progress
- encourage all parents to contribute to the assessment of their children's development and further support their children's learning at home.

Inspection activities

- The inspector observed the quality of the childminders teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and spoke with the children during the inspection.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons working and living in the household.
- The inspector took account of the views of parents from feedback provided by the childminder for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder updates her training regularly to ensure that she is working to the most current guidance. She has a good knowledge of the possible indicators of abuse. This includes understanding the risks of children being exposed to extreme ideas and behaviours. She knows the procedures for reporting any child protection concerns. The childminder regularly reflects on her practice and is committed to continuing to improve her professional development and skills. She considers the views of parents and children when identifying further improvements. The childminder closely monitors the practice of her assistant. They have regular meetings to discuss children's care and learning and to identify possible training opportunities.

Quality of teaching, learning and assessment is good

The childminder gets to know the children well and promotes their learning effectively. She works closely with parents to gain information about their child's likes, interests and capabilities when they first start. The childminder uses children's current interest in 'Halloween' to teach them about spiders and pumpkins. For example, they count the legs on 'scary' spiders and talk about the different textures and colours of the pumpkins. The childminder engages with the children acting out role-play scenarios, such as pretending to make pizza and pumpkin soup using orange dough and dried lentils. Children thoroughly enjoy moulding and shaping the dough using their whole hands and fingers. The childminder skillfully extends their learning. She asks probing questions to enhance their play and provoke their responses. She introduces them to new words to describe what they are doing, such as 'encasing' to describe how the children cover the pumpkins in the dough.

Personal development, behaviour and welfare are good

The childminder's home is warm and welcoming. She is responsive to children's individual needs and offers them lots of cuddles and praise to reassure them. The childminder encourages children to be independent. They are eager to help and carry out simple tasks for themselves, such as pouring their own drinks and tidying away their toys. Children follow good hygiene routines and manage their own self-care needs well. For example, the children enjoy singing the 'wash your hands song' along with the childminder, to help them to remember to wash away all the germs. The childminder promotes healthy eating and children benefit from daily fresh air and physical exercise.

Outcomes for children are good

All children make good progress and are well prepared for their next stage in learning. Children who are learning English as an additional language are particularly well supported. The childminder effectively builds on their emerging English language skills and develops their understanding to speak and communicate in English. Children are inquisitive, confident and capable learners. They gain key skills that will support them when they make the move on to pre-school or school.

Setting details

Unique reference number	EY439171
Local authority	Leicester
Inspection number	10070965
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	12
Number of children on roll	6
Date of previous inspection	25 February 2015

The childminder was registered in 2011 and lives in Leicester. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

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