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| Inspection date | 22 January 2015 |
| Previous inspection date | 26 February 2009 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The quality of teaching is good. The childminder provides a broad range of interesting and challenging activities and experiences which help all children to make good progress, including those who are eligible for funded education.
- The childminder completes regular observations and assessments to identify children's next steps in their learning and development. Parents contribute to their child's learning folder and continue to support learning at home.
- Partnerships with parents, other settings and professionals are strong and ensure information about children's progress is shared on a regular basis. This includes the progress check for children between the ages of two and three years.
- The childminder is knowledgeable about how to keep children safe from harm. She has clear policies and procedures in place to protect the children in her care.
- The childminder attends training to improve her knowledge and skills. She reflects on her practice and continually improves the quality of the experiences she offers to children.
- Children are happy and settled in this warm and caring environment. The childminder knows the children well and ensures their individual needs are met.
- Children are well behaved and follow clear routines. The childminder provide a well-organised, safe and stimulating environment.

It is not yet outstanding because:

- Opportunities for children to develop their senses using natural and textured resources are limited.

What the setting needs to do to improve further

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

- increase the provision of natural materials and sensory resources so that children can explore using all their senses.

Inspection activities

- The inspector observed activities in playroom and viewed all the areas of the home used for childminding.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at information to confirm the suitability of all adults living on the premises.
- The inspector looked at a range of records including accident and medication records, written policies, risk assessments, information about children's learning and development and a selection of other documentation.
- The inspector took account of the written comments from parents.

Inspector

Dawn Robinson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Children engage in a broad range of activities which cover the seven areas of learning. The playroom provides a wealth of resources to support the individual interests and needs of each child. Photographs of activities are used for children to make additional choices. However, there are very few natural and textured resources which children can explore independently to support their sensory development. Children enjoy sharing stories with the childminder. They enthusiastically join in with the repetitive rhyming text and hold up the matching soft toy characters as they appear in the story. The childminder extends their communication and language skills as she talks about the characters and asks questions. Children learn to take turns, count and recognise numbers as they add ingredients to make gingerbread men. The childminder extends their vocabulary as she narrates what they are doing and uses descriptive words, such as sticky and gooey as she talks about the syrup. The children enjoy manipulating the dough and use different tools to cut out shapes which supports their physical development.

The contribution of the early years provision to the well-being of children is good

The childminder has an effective settling-in system to ensure children are familiar with their new surroundings. Positive relationships are formed between the childminder and parents as she gathers a wealth of information about their child's care needs and routine. As a result, the childminder is able to meet the needs of each child from the start. Children share a warm and caring relationship with the childminder. They are confident and enthusiastic. Children learn about keeping healthy. The childminder explains to the children why they need to wash their hands. She provides them with healthy snacks, such as fruit and toast. Children engage in regularly physical activity as they play outside in the well-resourced garden and visit the local park. The childminder attends local toddler groups throughout the week and takes children on trips to local attractions. As a result, children learn to socialise with their peers, ready for the move onto pre-school or school.

The effectiveness of the leadership and management of the early years provision is good

The childminder fully understands the safeguarding and welfare requirements. She carries out regular risk assessments to ensure her premises are safe. The childminder regularly attends training and uses her new knowledge to continue to develop her practice. She seeks the views of parents and older children in evaluating the strengths of her service and areas in which she can improve. The childminder has a good knowledge of the learning and development requirements. She effectively monitors the progress of the children and regularly shares this with parents. As a result, parents are fully aware of what their child can do, and are, therefore, able to continue to support their child's learning at home. Children's moves to other settings are supported with the sharing of information and meetings with staff to provide continuity of care and learning for the child. The childminder understands how to involve other professionals for children who require additional support in their learning and development.

Setting details

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| Unique reference number | 209820 |
| Local authority | Staffordshire |
| Inspection number | 865642 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 26 February 2009 |
| Telephone number | |

The childminder was registered in 1997 and lives in the Wilnecote area of Tamworth, Staffordshire. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-year-old children. The childminder holds an appropriate early years qualification at level 3.

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