

<b>Inspection date</b>	10 February 2015
Previous inspection date	16 December 2010

<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
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good because the childminder understands how children learn. She plans interesting activities that spark children's enthusiasm, capture their interest and build new skills. Consequently, children make good progress towards the early learning goals in readiness for school.
- The childminder forms good relationships with children, successfully promoting their personal, social and emotional development. The relaxed and friendly atmosphere helps children to settle quickly and feel they belong. Regular visits to toddler groups teaches them to build new friendships and to value others. Consequently, children are happy, feel secure and behave very well in her care.
- The childminder plans her day well so she can focus on the individual needs of each child. She keeps a close watch on their development, checks that all legal requirements are met and uses records well to support children's well-being. Parents appreciate her good-quality work and value the wealth of information shared about their child's learning and care.
- Safeguarding arrangements are strong and protect children from harm. Child protection training is regularly updated so that best practice is thoroughly understood and followed. The home and the places children visit are constantly checked to make sure they remain safe and suitable at all times.

### It is not yet outstanding because:

- Not all parents are successfully helped to support their child's learning at home because the current approach to this is too general.
- The good information gained from assessing and tracking children's progress is not yet used to best effect in raising children's achievements to the highest levels.

## What the setting needs to do to improve further

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

- strengthening the already good partnership with parents by devising a more targeted and individual approach to helping parents guide their child's learning at home
- raise the overall quality of teaching by consistently using the good information gained from measuring children's progress to help focus on and plan extra challenges that will raise children's achievements to outstanding levels.

### Inspection activities

- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding and observed children playing and during snack time.
- The inspector checked evidence of suitability of all members of the household, and the childminder's qualifications.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in parent questionnaires.

### Inspector

Christine Williams

## Inspection findings

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

The childminder provides a wide and varied range of activities and experiences to support young children's progress. Teaching is good because she knows how to enthuse children through showing, explaining, questioning and joining in with their play. There is a high focus placed on supporting young children's language development and giving them the confidence to explore, experiment and find out things for themselves. Children are active learners. They act out imaginary games with dolls and toy trains and build on their knowledge of everyday things through trips, puzzles and matching games. Close working relationships with parents and the other settings children attend are a positive feature in most areas of the childminder's work. This makes sure information about children's progress and learning is regularly shared. However, the methods currently used for encouraging parents to support their child's learning at home are not always successful.

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

Children show they feel extremely safe and secure because of the strong bonds they make with the childminder and her assistant. Children are nurtured and grow in confidence in the comfortable, child-friendly atmosphere of the childminder's home. There is a closeness that makes even those children who are still settling-in, feel safe, secure and well cared for. Resources and space are used well, offering children the challenge of learning lots of new things in different ways. They help themselves to what they want to play with, play together well and help to tidy away their toys. Behaviour is good and children show they understand the rules that keep them safe. For example, they know how to sit properly at the table at mealtimes and hold the childminder's hand as they go upstairs for a nap. Children play and exercise in the fresh air daily and benefit from healthy snacks they choose for themselves.

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

The childminder has a very reflective approach to her work. She is constantly reviewing what she does. She tries new ways of working and is proactive in improving both her own and her assistant's professional knowledge. The childminder has attended a wide range of training since the last inspection. This includes working towards a recognised childcare qualification and improving her knowledge of caring for two-year-old children. As a result, practice is consistently good with some aspects moving towards outstanding. The way the childminder assesses and checks on all children's progress is particularly effective, so that she has a clear picture of their achievements. Any gaps in learning are soon identified, quickly addressed, and secure plans made to help them learn more. However, she has yet to use this information to help her focus on and plan extra challenges that will raise children's achievements to an even higher level.

## Setting details

<b>Unique reference number</b>	EY411705
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	851212
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 December 2010
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Redditch, Worcestershire. She operates all year round, from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder sometimes works with an assistant and provides funded early education for two-year-old children.

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