

Inspection date	24 February 2015
Previous inspection date	11 November 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

- Children make good progress in their learning and development because the childminder uses effective teaching skills. She provides a wide range of exciting activities that capture children's interest. Consequently, children are enthusiastic, active learners.
- Children are kept safe. The childminder has a robust understanding of how to safeguard children and ensures her premises are safe and secure. She has a comprehensive child protection policy and knows how to follow up any concerns about a child's welfare.
- Strong partnerships with local nurseries and schools have been established. As a result, children are effectively supported as they move between settings and enjoy consistency in their care and learning experiences.
- The childminder displays genuine warmth and affection towards the children. She provides a nurturing environment where children feel valued, well cared for and secure. Consequently, children's emotional well-being is effectively promoted and they are comfortable and happy in the childminder's care.
- The childminder is well organised and professional in her approach. She has a clear understanding of her role and responsibilities under the Early Years Foundation Stage, and regularly updates her knowledge through training, and discussion with other childminders.

It is not yet outstanding because:

- Children's progress is not as swift as possible because the childminder does not provide parents with activities or ideas to build on children's learning at home.
- The childminder does not always obtain the views of parents, children or other professionals with whom she works to enrich her evaluation of her own practice.

What the setting needs to do to improve further

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

- provide parents with ideas and activities to consolidate and extend their children's learning at home, to promote even swifter progress
- enhance the provision further by consistently obtaining the views of parents, children and other professionals when evaluating the quality of care and learning, and use this information to ensure that plans for future development are targeted on improving children's experiences.

Inspection activities

- The inspector observed activities in the playroom and accompanied the childminder as she collected children from nursery.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a focused observation of a learning activity and discussed the quality of teaching and learning with the childminder.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of suitability for the childminder and adult members of the household, and viewed documents to verify the childminder's qualifications.
- The inspector took account of the views of parents spoken to on the day of inspection, and of comments recorded in letters for the inspector.

Inspector

Jennie Lenton

Inspection findings

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

The childminder successfully plans activities that stimulate and challenge children. She completes regular observations of children as they play and uses this to plan future experiences that are linked to their interests. For example, she recognises children's interest in transport and devises a fun activity matching toy trains to pictures in a book, to promote colour recognition. Children have fun hunting for the trains and following the childminder's instructions to find them. They confidently match the coloured trains, developing basic mathematical skills. Their communication skills flourish as they excitedly discuss the different characters in the book and predict what might happen. The childminder poses thoughtful questions to help them explore their ideas. Children's progress is regularly discussed and parents are asked to record anything specific they would like their child to work on, such as sharing. However, the childminder does not give parents suggestions for how to complement their child's learning at home. For example, she does not suggest ways that parents could promote colour recognition with their children to consolidate learning and accelerate their progress.

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

Children learn to play safely as the childminder shows them how to play with toys properly. She reminds them to walk carefully on the pavements, and shows them how to cross the road safely. Regular outdoor play is provided in the childminder's garden or in local parks. Children have great fun exploring the outdoors, collecting leaves and pine cones and exclaiming at the effect of ice on the local canal. They develop an appreciation for a healthy lifestyle and their physical well-being is supported as they enjoy the fresh air. Children are encouraged to develop their self-care skills. They wash their hands independently and are beginning to put on their coats and with increasing independence. These skills help them develop confidence and self-esteem.

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

The childminder is committed to providing high quality care and learning. All required documentation is in place to ensure the smooth running of the setting, and to promote children's welfare. Children's development is effectively monitored to ensure that no child falls behind. The childminder works in partnership with parents and other professionals to ensure children receive good levels of support. For example, she liaises with Reception class teachers so that her activities complement the learning that occurs at school. Consequently, children who are due to attend school are well prepared, and those who already attend are able to build on their learning in the childminder's care. The childminder reflects on her practice and regularly updates her skills. For example, she has recently attended a refresher course on safeguarding. The childminder is able to identify her own strengths and areas for development. However, she does not always obtain the views of parents, children and others with whom she works, in order to sharply focus any improvements on the areas that will have the most positive impact on children's needs.

Setting details

Unique reference number	EY224889
Local authority	Staffordshire
Inspection number	869859
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	11 November 2009
Telephone number	

The childminder registered in 2002 and lives in Penkridge, Staffordshire. She operates Monday to Friday from 8am to 5pm, all year round, with the exception of family holidays. She holds a qualification at level 3.

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