

<b>Inspection date</b>	25 February 2015
Previous inspection date	6 July 2009

<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

- The childminder follows rigorous safeguarding procedures to protect children. She is fully aware of the signs and symptoms of abuse and has a clear understanding of the referral process.
- The childminder supports children's emotional well-being very well, because she is very attentive to them. As a result, young children respond with happy and enthusiastic smiles and demonstrate positive behaviour towards others.
- The childminder provides a broad range of exciting, fun and stimulating activities, which successfully foster children's enthusiasm for learning. As a result, children make very good progress towards the early learning goals.
- The childminder builds very strong partnerships with parents and other childcare providers. This helps her to effectively support all aspects of children's learning and development, as they move between home and school.
- The childminder has successfully addressed the action and recommendation from the previous inspection. Consequently, all of the required information from parents is in place; and the childminder is now able to clearly observe, assess and identify learning priorities for each child.

### It is not yet outstanding because:

- The childminder does not always ask challenging questions in order to extend opportunities for young children to explore sounds and build words, during their creative and interactive play.
- The childminder does not consistently encourage children to make comparisons between quantities and types of objects, to fully enhance children's mathematical learning.

## What the setting needs to do to improve further

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

- extend young children's language development further, for example, by asking more challenging questions during their play and interactions
- extend children's mathematical learning, for example, by encouraging them to compare different quantities and types of objects.

## Inspection activities

- The inspector observed a range of play activities and discussed children's development and progress with the childminder.
- The inspector checked evidence of the childminder's qualifications and training, including her self-evaluation arrangements and improvement plan.
- The inspector checked evidence of the suitability of the childminder and other adult members of the household.
- The inspector looked at a sample of policies, relating to children's safety and well-being and observed areas of the home used for childminding.
- The inspector took account of the views of parents and children from their written letters and cards to the childminder.

## Inspector

Jayne Rooke

## Inspection findings

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

The childminder plans effectively to meet children's needs. She values the importance of spontaneous learning to foster children's curiosity and interest. Consequently, children develop inquisitive minds as they explore and discover new things. For example, young children show high levels of interest in electronic toys and books, and confidently press buttons and push shapes into place to make things work. This develops their early understanding of technology. Children develop strong literacy skills and imagination as they listen carefully to stories. They turn pages and point to pictures, which are of great interest to them. They use sounds and words to represent what they know and understand, as they pretend to roar like a tiger and a dinosaur. The childminder provides a rich and varied range of resources to significantly enhance children's creativity, as they paint, draw and use bright stickers. However, she does not always capture further opportunities to extend children's language and mathematical capabilities, during their interactive play and learning.

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

Children learn how to keep themselves safe because the childminder provides good opportunities for young children to sit together, in a sociable and safe environment. This also secures children's emotional well-being. The childminder enhances children's understanding of road safety through role play. For example, children learn about the sequence of traffic light colours, which helps them to know when to stop and when to get ready to cross the road. Young children learn how to keep themselves clean and use their own towel and nappy changing mat. Picture labels and rhyming songs are used effectively to enhance children's understanding of good health and hygiene routines. The childminder knows the children very well and takes effective steps to match their individual sleep patterns to their home routines. She values parents as partners in their child's daily lives and shares detailed information with them about their child's progress and care routines. This successfully promotes continuity in children's care and learning.

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

The childminder demonstrates an in-depth understanding of the Early Years Foundation Stage requirements. She organises her home very well to create a highly stimulating and welcoming environment. As a result, children are very settled and secure in their relationships. The childminder successfully reviews her own practice, taking into account what she knows about children's preferences and parents' views. This enables her to fully reflect on children's 'wow' moments. She attends regular training and childminder meetings, to update her professional knowledge and share best practice ideas. Consequently, children are very well prepared for their next stage in learning and school.

## Setting details

<b>Unique reference number</b>	210279
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	871219
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 July 2009
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in Burton-upon-Trent in Staffordshire. Her provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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