

Childminder Report

Inspection date

2 June 2015

Previous inspection date

4 October 2011

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. The childminder knows the children very well. She identifies their skills and how she can develop their learning further. She provides planned activities and some good resources that children can help themselves to, in order to help them make consistently good progress.
- The childminder is a very good role model. She promotes positive behaviour and values, such as sharing and using good manners. Children receive lots of praise and encouragement, which develops their self-esteem and confidence extremely well.
- Children's health and well-being is well promoted. The childminder provides healthy and well-balanced snacks and meals. Daily opportunities for physical exercise are provided in the childminder's garden, local parks or activity play centres.
- The childminder regularly checks all aspects of her provision, encouraging parents and children to share their views. She identifies strengths and areas where she can improve, so the quality of her provision is continually developing.
- Relationships between the childminder and parents are strong. Parents receive regular information about their children. They express high levels of satisfaction with the positive and happy environment the childminder provides.
- The childminder has a good understanding of how to protect children from harm. She takes effective action to make her home safe. This means that children are safe and protected while in her care.

It is not yet outstanding because:

- The childminder does not always support parents effectively to guide their children's learning at home.
- The childminder does not make consistently good use of her partnerships with other providers to make sure that information about children's learning and development is shared.

What the setting needs to do to improve further

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

- support parents to be more involved in guiding their children's learning at home, for example, by sharing more information about what their child needs to learn next
- enhance partnership working, so that when children attend more than one setting, information is shared that enables both providers to work together to complement and build on children's learning.

Inspection activities

- The inspector observed a range of care routines, activities and interactions between the childminder and children.
- The inspector conducted a joint observation with the childminder and discussed how an activity promoted children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures, including safeguarding and complaints.
- The inspector checked evidence of the qualifications of the childminder and the suitability of herself and other adult members of the household.
- The inspector viewed the childminder's self-evaluation form and discussed her plans for improvements.
- The inspector took account of the views of parents and carers from written references provided to the childminder for the inspection.

Inspector

Sharon Lea

Inspection findings

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

Children have a lovely time with the childminder. She is caring, fun and provides a wide variety of activities which she knows that they will enjoy. During an activity to make puppets, children are given lots of choices. They decide who their puppet will be, what they will wear, and the colour of their eyes. The childminder encourages the children to look in a mirror, to help them identify what their puppet's face will need. This prompts a discussion about the number of eyes they have and what colour they are. Because the childminder is knowledgeable about how children learn, she enhances their learning constantly, through asking them questions, extending their language and thinking skills. As a result, the children are active, motivated learners with enquiring minds. This means they are very well prepared with the skills they need when they move on to school. The childminder carries out regular reviews of children's progress. However, children's next steps are not actively shared with parents, to further promote children's learning at home.

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

Children are happy and have good relationships with the childminder and one another. The childminder provides as many settling-in sessions as each individual child and family needs. Parents comment that knowing their children are happy and settled gives them peace of mind when leaving their children in the childminder's care. The childminder gains lots of information from parents, which means that she can provide care routines and activities to meet their unique needs. As a result, children develop a strong sense of emotional security, enabling them to become confident and self-assured individuals. The childminder places a strong emphasis on children being kind and considerate to one another. She takes the children to a range of groups and activities in the local community, which further promotes their social skills with others. In addition, the childminder promotes children's independence skills, so that they can attend to their toileting and hygiene needs. This supports them well, in readiness for their move to nursery or school.

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

The childminder has a good understanding of her role in meeting the safeguarding and welfare requirements. She is very professional, ensuring that her good practices are underpinned by a range of policies and procedures, which are regularly reviewed. The childminder holds a level 3 childcare qualification. She also has a number of years' experience of working in a daycare setting, prior to becoming a childminder. This means that she has a good understanding of how children learn and how to promote further learning through her provision. The childminder attends ongoing training and regular childminding forum meetings. As a result, she is able to update her knowledge, gain new ideas and keep up to date with new policies or initiatives. The childminder understands the importance of sharing information with settings, such as nursery or school, which children in her care move on to. However, she has not yet considered how she will do this effectively, to ensure continuity of learning for the children.

Setting details

Unique reference number	EY292176
Local authority	Staffordshire
Inspection number	861422
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	4 October 2011
Telephone number	

The childminder was registered in 2004 and lives in the Wolstanton area of Newcastle-under-Lyme. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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