

Childminder Report

Inspection date

3 June 2015

Previous inspection date

8 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The childminder has high expectations of the children and is enthusiastic in her approach. She makes accurate assessments of children's progress. As a result, children have access to interesting, stimulating and challenging activities and experiences.
- The childminder continuously strives to improve her excellent service for children and their families even further. She actively seeks out new ideas from a range of sources and applies them to her practice. The impact of her efforts is evident in her teaching and outcomes for children.
- The childminder's promotion of children's communication and language skills is particularly noteworthy. She expertly includes skills she has learnt from previous training into interactions as children play. This promotes children's ability to hear and say initial sounds in relevant contexts, so they make progress in their speaking skills.
- The childminder devotes her time and attention fully to the children in her care. Her obvious enjoyment in her role ensures that children feel secure and happy in her company and become confident learners.
- The childminder successfully involves parents in her practice. Effective systems ensure that parents are able to actively contribute to initial assessments and regular checks of their children's progress. This means that children's care and learning is significantly enhanced as parents are able to extend children's learning at home.
- Children who attend other settings benefit from the superb partnerships that exist between the childminder and other practitioners. This provides children with consistency and optimal challenge in their learning and development.
- The childminder prioritises children's safety and well-being to ensure that potential hazards are minimised. She is vigilant in ensuring that mandatory training is attended by herself and her assistant. As a result, they fully understand Local Safeguarding Children Board procedures.

What the setting needs to do to improve further

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

- consider further how toys and resources can be presented for young children, to enable free choice and entice them to initiate their own play.

Inspection activities

- The inspector observed activities, speaking to children at appropriate times while they played.
- The inspector discussed children's learning with the childminder following an activity.
- The inspector spoke to the childminder about the daily routines, and children's individual learning and development.
- The inspector looked at policies, children's assessment records and a range of other documentation.
- The inspector looked at evidence of self-evaluation and took account of the views of parents provided in the documentation, including the views of parents contributed through documentation.
- The inspector checked evidence of the suitability of the childminder and all adult members of the household.

Inspector

Kim Barker

Inspection findings

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

The experienced childminder applies her excellent understanding of how children learn to everything they hear, see and experience when they are with her. Children independently explore recent learning as they draw on a white board. Children confidently use mathematical names and terms as they make links with their actions and explain what they know about the marks they make. The childminder meticulously plans adult-led activities that take account of individual children's needs and promotes learning across all seven areas of learning. She builds on children's curiosities after they discover caterpillars eating leaves in the garden. The childminder reads a story, using props to imaginatively involve the children. Children actively contribute, taking turns as they anticipate what will come next. Children confidently count objects, learn about change and match props with the pictures in the book. The childminder invites them to create a picture. She provides paper, pencils, scissors and a variety of materials to introduce further challenge for children. As a result, children are actively involved in learning and acquire the skills and knowledge they need to become motivated learners when they move to other settings.

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

The childminder skilfully weaves the next steps for each child's learning into everyday routines. This successfully promotes children's independence and the key skills that enable children to move smoothly on to school. Children are introduced to their written name in the same way that the local pre-school promotes early literacy skills. Each child has a name card that also includes a photograph. This helps them to recognise print. Children are familiar with the childminder's established daily routines. They know where to find place mats and cooperatively set the table at snack time. The childminder has younger children due to start soon. She is currently reflecting on how best to organise resources to always promote individual choice. Children confidently use their knowledge and imagination to initiate and develop self-chosen games. Children playing outside cooperate as they select cones and ramps so they can mend the road. All children actively contribute as they begin to represent their own ideas and pay attention to what others say. This promotes children's imagination and self-confidence exceedingly well.

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

The childminder's innovative systems for recording and monitoring children's achievements demonstrates her exemplary knowledge and understanding of the Early Years Foundation Stage. She seeks to extend her understanding even further by attending training courses, linking with other childcare professionals and researching new initiatives. She always applies what she learns to her practice, such as using a screening tool to monitor children's speech and language. This enables her to further enhance the quality of her interactions with children, in order to extend their vocabulary and deepen their learning. The childminder involves others when she evaluates her service. Parents highly approve of the additional activities the childminder provides, such as going swimming.

Setting details

Unique reference number	210481
Local authority	Staffordshire
Inspection number	865697
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	8 February 2011
Telephone number	

The childminder was registered in 1988 and lives in Tamworth, Staffordshire. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant for occasional support. She provides funded early education for two- and three-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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