

# Childminder Report

**Inspection date**

3 June 2015

Previous inspection date

16 February 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

- Teaching is good because the childminder promotes children's language development well during learning activities and everyday tasks. She uses language appropriate to children's age and stage of development. Consequently, children make good progress in their communication development, which is essential for learning, play and social interaction.
- Parents are well informed of their child's day with the childminder as they regularly look at their child's daily diary. This records details of children's care routines, learning experiences and achievements. This means there is a shared approach to children's care and learning and makes sure they receive consistent support.
- The childminder demonstrates a secure knowledge of safeguarding issues. She has attended training to make sure her knowledge is kept up to date. Therefore, children's safety and well-being are well promoted.
- The childminder provides warm and loving care and responds quickly and sensitively to children's needs. This helps children to form secure emotional attachments and promotes their sense of security and belonging.

### It is not yet outstanding because:

- The childminder provides too few opportunities for children to experience exploratory messy play, to promote their sensory development.
- There are not enough resources which positively reflect people with special educational needs and/or disabilities, to extend children's knowledge about the diverse world they live in.

## What the setting needs to do to improve further

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

- provide interesting and challenging experiences for all children to develop their sensory skills and exploration of a variety of textures and materials
- provide positive images that embrace differences in people with special educational needs and/or disabilities participating in valued and interesting activities.

## Inspection activities

- The inspector observed activities in the childminder's home and viewed the garden.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's suitability, training and qualifications, and the childminder's self-evaluation and improvement plan.
- The inspector took account of children's written statements viewed on the day of the inspection.

## Inspector

Linda Yates

## Inspection findings

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

Teaching is good because the childminder joins in sensitively with children's play. She follows their choices and shows interest in what they are trying to do. Consequently, children explore their own ideas and choose toys and resources independently. For example, children investigate and manipulate the stacking ring toy. The childminder enhances this activity by encouraging children to observe the similarities and differences in the colours. She uses mathematical language as she counts the rings. Children have access to crayons, where they learn to make connections between their movements and the marks they make. This promotes their physical and literacy development. The childminder helps children to achieve new things, without doing it for them, giving encouragement and praise. For example, she models how to draw a circle, and labels the shape and the appropriate action needed. As a result, the childminder supports children well so that they develop the skills they need in readiness for school. Children also enjoy creative activities, making their cards for Mother's Day and manipulating dough and paint. However, the childminder has not yet fully considered other opportunities for children to experience exploratory messy play, to promote learning with all their senses.

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

Strategies for managing children's behaviour includes positive reinforcement. This promotes children's self-esteem. Children have good opportunities to develop their physical skills. There is direct access to the garden where children enjoy using the sit-on trucks and scooters. The childminder walks with the children to and from school every day. This allows the older children to experience outdoor, daily energetic play. Children have good opportunities to take safe risks and experience physical challenge when they visit the adventure park playground. Snacks provided for children are nutritious and include a range of fruits. The childminder provides positive images of others that reflect the wider multicultural community. However, there not enough resources to reflect those with diverse physical characteristics, including disabilities. As a result, children have fewer opportunities to gain awareness of individual differences.

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

The childminder's childcare qualification has helped her to effectively implement the Early Years Foundation Stage. As a result, children are well cared for and make good progress. The childminder makes sure that the educational programme covers all the areas of learning. She uses suitable guidance to check children's progress and plans well for the next steps in their learning. The childminder has developed good links with the local school to help her meet children's care and educational needs. The childminder regularly attends the local authority forum meetings. This is an opportunity to link with other childminders and share ideas for good practice. Additionally, this provides the childminder with regular training, advice and information about the Early Years Foundation Stage. This means children enjoy positive learning experiences based on current practice.

## Setting details

<b>Unique reference number</b>	210342
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865681
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 February 2009
<b>Telephone number</b>	

The childminder was registered in 1987. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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