

Childminder Report

Inspection date

23 June 2015

Previous inspection date

3 March 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 are kept safe. The childminder has a good 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.
- The childminder supports children's emotional well-being very well because she is very attentive to them. She provides a nurturing environment where children feel valued, well cared for and secure.
- The childminder provides a broad range of exciting, fun and stimulating activities that successfully foster children's enthusiasm for learning. As a result, children make good progress in their learning.
- Effective partnerships with parents and local 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 has successfully addressed the recommendation from the previous inspection. Consequently, children's safety is given high regard as risk assessments are completed and reviewed for everything that children may come into contact with.

It is not yet outstanding because:

- The childminder does not always ask challenging questions in order to promote children's thinking skills, for example, by asking them to predict what will happen next.
- The childminder does not consistently encourage children to make comparisons between quantities and identify shapes and sizes of objects.

What the setting needs to do to improve further

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

- extend children's thinking skills 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 identify shapes and sizes.

Inspection activities

- The inspector observed the interactions between the childminder and the children during their play.
- The inspector carried out a joint observation of a learning activity and discussed the quality of teaching and learning with the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- 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.

Inspector
Carole Price

Inspection findings

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

The childminder uses her expert knowledge and extensive experience to plan 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, children show high levels of interest when they experiment what happens when they mix together milk, washing-up liquid and food colouring. However, the childminder does not always capture further opportunities to extend children's thinking skills and mathematical capabilities during their interactive play and learning. Children develop strong literacy skills as they identify different letter sounds in their names. The childminder provides a rich and varied range of resources to significantly enhance children's creativity. They play in the sand and draw pictures using pens and chalks. During conversations with parents, they refer to how happy they are with their children's development and progress. As the childminder communicates regularly with parents this means that continuity in children's care and learning is promoted.

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 helps to secure children's emotional well-being. The childminder enhances children's understanding of road safety as they walk from school discussing how to keep safe. Furthermore, the childminder provides specific activities for children about safety to extend their knowledge and understanding and has compiled a safety book. The childminder provides clear guidance for children about what is acceptable behaviour. Children respond positively and this helps them as they gain skills in understanding the needs of others, as well as sharing and taking turns. Children have opportunities to be active and engage in physical play in the garden and local parks. Children learn about good hygiene practices as they have their own towel and toothbrush. Labels are used effectively in the bathroom to enhance children's understanding and reinforce good health and hygiene routines.

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. She meets with other childminders and a local development officer regularly 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

Unique reference number	224498
Local authority	Stoke on Trent
Inspection number	866171
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	3 March 2011
Telephone number	

The childminder was registered in 1985 and lives in Stoke-on-Trent. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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