

Childminder Report

Inspection date

23 June 2015

Previous inspection date

24 November 2008

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. This is because the quality of teaching is good. The childminder gathers information from parents about children's starting points and their interests. She uses this information to plan a good balance of child-initiated play and adult-led activities, which target children's learning needs from the outset.
- Children enjoy a safe and secure environment, which supports their well-being. The childminder ensures that potential risks are minimised because she conducts regular risk assessments. She has a secure knowledge and understanding of effective safeguarding procedures.
- 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 well.
- The well-qualified childminder is passionate about providing a good quality service for children and their parents. She regularly exchanges ideas with other childminders. As a result, she keeps up to date with knowledge and skills.

It is not yet outstanding because:

- The childminder does not consistently provide opportunities for parents to contribute their own observations of their child's achievements at home to enhance the childminder's planning for children's future learning.
- The childminder sometimes misses opportunities to have conversations with children that develop their speaking skills to the highest level.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to share ongoing information about their child's learning at home, and use this to complement planning, sharpen assessments and help children make the best possible progress in their learning
- develop children's speaking skills even further, for example, by making effective use of questions that encourage them to think and engage in conversations.

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector spoke to the childminder and children during the inspection, and observed children engaged in a variety of activities.
- The inspector looked at a sample of policies, children's assessment records and the childminder's self-evaluation form.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector checked evidence of the suitability of all household members and viewed the childminder's training certificates.

Inspector

Rupinder Phullar

Inspection findings

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

Children benefit from a good range of interesting and challenging activities that are well matched to their individual needs. As a result, they make good progress and successfully develop many of the skills needed for school. Children are curious and confident explorers. For example, they learn about the natural world as they excitedly watch a centipede crawling in the garden. The childminder uses descriptive words, such as moving fast to help children learn new words. The childminder uses a range of strategies to support children to develop their speaking skills. For example, she talks to children, uses descriptive language and links actions with words. However, she sometimes misses opportunities to ask questions that encourage children to think and develop conversation further, in order to increase their vocabulary. Therefore, children's speaking skills are not always promoted at the optimum level. The childminder regularly observes children and confidently describes their individual needs, interests and personalities. She records some of the information she observes and keeps parents informed of the progress their child is making. However, there are fewer opportunities for parents to share information about what their child achieves at home. As a result, children's learning is not always complemented to the highest level so that they make the best possible progress.

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

Children settle well in this calm environment. They build positive relationships with the childminder and other children. The childminder ensures children play safely through close supervision and guidance. She encourages parents to send healthy meals for their child, and the childminder talks to them about healthy eating. Children benefit from plenty of opportunities to get fresh air and be physically active. The childminder promotes children's independence and self-care skills well. For example, they are encouraged to feed and dress themselves and use the toilet with minimal support. She takes children to community groups and the local area. These outings broaden children's range of experiences and help to prepare them for the move to nursery and school.

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

The childminder is well qualified. She has a secure knowledge of the signs and symptoms of abuse and knows how to make a referral. She maintains an environment that is safe, by carrying out risk assessments and daily visual checks. As a result, children are well protected from harm. All policies and procedures are in place and successfully implemented. This contributes to the effective management of the provision. There are good arrangements for assessment and checking the progress that children are making. The childminder regularly reflects on what she needs to do to improve the provision. This has had a positive impact on children's overall learning and well-being. Parents speak positively about the provision and how well their child is progressing. The childminder is committed to continuous professional development through training, which is evident in the teaching and care she provides.

Setting details

Unique reference number	EY370468
Local authority	Worcestershire
Inspection number	858003
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	24 November 2008
Telephone number	

The childminder registered in 2008 and lives in Worcestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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