

Childminder Report

Inspection date

6 July 2015

Previous inspection date

12 April 2012

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 observes children's skills and assesses their progress. This enables her to develop individual learning plans for each child, based on their next steps in learning.
- The childminder is a good role model. She promotes positive behaviour, such as helping to tidy away the toys and using good manners. Children receive lots of praise and encouragement, developing their self-esteem and confidence extremely well.
- The childminder has a good understanding of safeguarding procedures and how to protect children from harm. She takes effective action to ensure the safety of her home. This means that children are safe and secure while in her care.
- Relationships between the childminder and parents are strong. Parents receive daily information about their child, both verbally and through an electronic system, which they can view at home. Parents express high levels of satisfaction with the home-from-home environment the childminder provides.
- 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. These are shared with parents and regularly reviewed to ensure that they reflect current requirements.

It is not yet outstanding because:

- The childminder does not always gather enough detailed information from parents about their child's prior learning when they first start at her setting.
- Information sharing with other settings that children move on to, such as school, is not yet fully effective.

What the setting needs to do to improve further

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

- collect more in-depth information from parents about children's existing skills on entry to the setting, in order to better plan for each child from the outset
- 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 activities in the lounge and garden, and discussed children's learning with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's qualifications, and the suitability of the childminder and other household members.
- The inspector viewed the childminder's self-evaluation form and a selection of policies and procedures, including safeguarding and complaints.
- The inspector took account of the views of parents and carers from written feedback and in the childminder's own parent survey.

Inspector
Sharon Lea

Inspection findings

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

The childminder plans a wide range of activities to extend all children's learning. For example, she provides water play outdoors so that children can practise filling and emptying containers. This helps to develop young children's physical skills and builds on the older children's mathematical understanding about capacity. Children self-register on arrival to her home, developing literacy skills through learning to recognise their name. These opportunities provide children with some of the skills they will need when they move on to school. When children are new to her care, the childminder assesses their development to identify starting points to plan from. She gains information from parents about their child's individual care needs and their favourite activities. However, this information is not always detailed enough to allow the childminder to plan effectively to move children forward from the start.

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

Children are very happy and confident, demonstrating their sense of security in the childminder's care. The childminder provides as many settling-in sessions as each child and family needs. Parents comment that knowing their child is happy and loved, gives them peace of mind when leaving them in the childminder's care. The childminder provides a wide variety of good quality resources, enabling children to make plenty of independent choices in their play and learning. Children learn about healthy lifestyles through established hygiene practices, healthy snacks and meals. Daily opportunities to play in the childminder's garden and visits to local parks means children enjoy plenty of fresh air and exercise. The childminder takes children to a range of groups and activities in the local community, which further promotes their social skills. In addition, the childminder promotes children's independence skills, so that they can attend to their toileting needs and put on their own shoes for outdoor play. 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

Since the last inspection, the childminder has made many improvements and evaluates her provision, identifying strengths and areas for development. The childminder seeks and acts upon the views of parents, through daily discussions and questionnaires. Following consultation with parents, she has changed the way she shares children's progress from paper to an electronic system. The childminder holds a level 3 childcare qualification. She also has a number of years experience working in a daycare setting, prior to childminding. This means she has a good understanding of how to promote children's learning. The childminder attends regular childminding forum meetings. As a result, she updates her knowledge, gains new ideas and keeps up to date with new initiatives. Partnerships with other settings that children move on to are developing, such as school. However, information sharing is not yet robust enough to fully promote continuity in children's learning.

Setting details

Unique reference number	EY436968
Local authority	Staffordshire
Inspection number	853805
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	12 April 2012
Telephone number	

The childminder was registered in 2011 and lives in Tamworth, Staffordshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except 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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