

Childminder Report

Inspection date

6 July 2015

Previous inspection date

10 February 2009

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

- The childminder has a secure understanding of her role and responsibility of how to safeguard children. She has a good knowledge of the signs of abuse. She knows what action to take in the event of an allegation against herself or a member of her household.
- The childminder provides a safe environment and she supervises children at all times. She has a range of policies and procedures to help her manage her provision, along with risk assessments to help to keep children safe. She has considered risks associated with her pet cats and rabbits. She has a current paediatric first-aid qualification.
- The quality of teaching is good. The childminder is well qualified and continues to attend training. She has a good knowledge of the learning and development requirements. This has a positive impact on the learning experiences she offers. As a result, all children make good progress in their learning and development.
- Children's emotional well-being is supported well. Because of this, children are very happy, confident and settled in the childminder's welcoming home.
- The childminder helps children to develop an early awareness and appreciation of diversity. She organises activities to learn about different festivals, such as St. Patrick's Day and Eid.

It is not yet outstanding because:

- The childminder does not always enable younger children to explore and investigate at their leisure during adult-led activities.
- The childminder has not fully developed ways to seek detailed information when children start at the setting from all parents about their child's prior achievements and learning, in order to give an in-depth view of children's starting points and initial learning needs.

What the setting needs to do to improve further

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

- extend opportunities for younger children to explore and investigate during adult-led activities
- maximise existing arrangements for collecting information from parents about children's starting points so they can contribute to initial assessments, in order to give an in-depth view of children's starting points and initial learning needs.

Inspection activities

- The inspector observed activities and reviewed the quality of teaching.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector discussed the childminder's self-evaluation document.
- The inspector checked the suitability and qualifications of adults living and working on the premises.

Inspector

Karen Laycock

Inspection findings

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

The childminder assesses children's abilities and checks their progress through regular observation. This information, alongside their current interests, is used to plan for each individual child's needs. Because of this, all children are making good progress towards the next stage of their learning. The childminder promotes children's communication and thinking skills especially well through many conversations. Children are supported to learn about simple and more advanced information and communication technology. This means children develop skills for future learning. The childminder promotes children's mathematical development. She encourages the children to count the wheels on the toy tractors and lorries. She asks the children to compare the different sizes of toy vehicles. Children have access to many books to ensure that they see words in print and to promote their early literacy skills. However, sometimes during adult-led activities, resources are not sufficient to enable younger children to fully explore and investigate resources in their own time.

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

Children's behaviour is good. The childminder teaches older children to be considerate to the needs of others. For example, she effectively models how to include younger children in their play. Visits to local toddler groups enhance children's social skills in preparation for their later move on to school. The childminder helps children to learn to keep themselves safe. She teaches them how to use the stairs safely. Children know why they need to wash their hands before eating. The childminder works in partnership with parents so that the children are provided with nutritious and healthy snacks and meals. Children enjoy daily exercise and fresh air in the childminder's well-resourced garden. This means that children learn about the importance of exercise and healthy lifestyles. Children demonstrate that they are developing the skills and attributes they need to be ready for school. They listen attentively and follow instructions as they help to set the table for lunch.

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

The childminder reflects on her work and is committed to improving her provision. She includes parents and children in her self-evaluation. The childminder adds to her skills and knowledge through attending training and personal online research. Partnerships with other settings where care is shared are effective. The childminder exchanges information about children's next stage of learning. This provides a consistent approach to moving children forward in their learning. The childminder has established good partnerships with parents to enable frequent sharing of information. However, she has not yet fully developed this partnership. She does not seek detailed information of children's starting points to enable her to effectively build on their prior achievements. The childminder is highly regarded by parents who comment they, 'Cannot recommend a more caring, competent and loving woman'. Children comment, 'When you are not around I miss you'.

Setting details

Unique reference number	EY297705
Local authority	Staffordshire
Inspection number	872978
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	10 February 2009
Telephone number	

The childminder was registered in 2004. The childminding provision operates all year round from 7.15am to 6.15pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant level 3 childcare qualification.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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