

# Childminder Report

## Inspection date

14 July 2015

Previous inspection date

6 October 2011

<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		Outstanding	1
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

- The childminder is knowledgeable about how children learn. She enhances their learning constantly through asking them questions that extend their language and thinking skills. As a result, children make good progress in their learning and development.
- Children's health and well-being is excellently promoted. The childminder provides healthy and well-balanced snacks and meals. Daily opportunities for physical exercise are provided in the childminder's garden, at local parks or activity play centres.
- The childminder and her assistant have a good understanding of safeguarding procedures and how to protect children from harm. They take effective action to ensure the safety of their home so that children are safe and secure while in their care.
- Relationships between the childminder and parents are strong. The childminder keeps parents well informed about their children's care and learning. Parents express high levels of satisfaction with the quality of care the childminder provides and the progress their children make in their learning and development.
- The childminder is highly professional and organised. She manages her provision to a high standard ensuring that her good practices are underpinned by a range of policies and procedures which are regularly reviewed.

### It is not yet outstanding because:

- Children who enjoy and prefer to learn outside have fewer opportunities to make marks and practise their early writing.
- The childminder does not always make best use of the information gained from tracking and assessing children's learning to, adapt and focus teaching on raising children's achievements to a higher level.

## What the setting needs to do to improve further

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

- provide children who prefer to learn outside with more opportunities to practise their early writing skills
- use the information gained from checking on and assessing children's learning more effectively to plan more precise and challenging ways to move them forward.

### Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector discussed children's learning with the childminder.
- The inspector spoke to the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures, including those for safeguarding and complaints.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant, the childminder's self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers from information included 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**

Children thoroughly enjoy their time with the childminder and her assistant who are very attentive to the children's needs. Children explore freely as they play, for example, discovering the different texture and properties of dry and wet sand. They feel and mould it and then practise identifying the different shapes and colours of the objects they find in the sand. Children are active and motivated learners with enquiring minds. This means they are learning the key skills they need to prepare them for the eventual move to school. The childminder observes children during their play and uses this information to identify what they need to learn next. She uses a tracking system to regularly check on children's progress. However, she does not always use this information to best effect to adapt her plans and focus on how she can help each child to achieve at a higher level. Nevertheless, children make good progress overall in their learning. Children are provided with a wide variety of activities which the childminder knows they will enjoy. Resources indoors are freely available so that children can choose and make their own decisions as they play. However, there are less opportunities for children who prefer to play outdoors to regularly practise their early writing skills.

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

Children are cared for exceptionally well by the childminder and her assistant. Excellent settling-in arrangements include parents sharing detailed information about their children. This enables the childminder to meet children's unique needs from the outset superbly. Consequently, children are very happy, confident and develop strong relationships with the childminder and her assistant. The childminder and her assistant are excellent role models. They are kind, gentle and calm. They promote sharing and taking turns and encourage the use of good manners. As a result, children behave exceptionally well. The childminder encourages children to be highly independent. Even the youngest children learn to manage their own personal care needs at an early stage. The childminder and her assistant ensure that children are confident in different situations and boost their self-esteem through lots of positive praise.

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

The childminder meets the requirements of the Early Years Foundation Stage well. She evaluates her provision, and seeks the views of parents and children to help her develop ongoing improvement plans. This demonstrates her ability to continually develop her practice. The childminder and her assistant observe one another's interactions with the children so that they can develop the quality of their teaching skills. Regular training enables them to update their knowledge and keep up to date with new policies or initiatives. The childminder carries out supervision sessions with her assistant, to review his professional development and policy knowledge. Partnerships with other settings, such as school, are good. The childminder shares information about children when they move on from her care so that they benefit from continuity in their care and learning.

## Setting details

<b>Unique reference number</b>	224481
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	864328
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 October 2011
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in Stoke-on-Trent. She works with her husband, who is her assistant. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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