

Childminder Report

Inspection date

21 July 2015

Previous inspection date

26 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

- Teaching is good. The childminder accurately assesses children's learning through observation and interaction. She uses suitable guidance to benchmark children's achievements and notes the progress children make from their starting points. As a result, she plans experiences and opportunities that help children make good progress.
- The childminder builds effective relationships with children by engaging in playful interactions and playing alongside them. This helps children to form secure emotional attachments and promotes their sense of security and belonging.
- Partnerships with parents, other professionals and schools are strong. The childminder seeks the views of parents and children. This helps to identify effective targets and drive forward ongoing improvements that benefit the children attending.
- The childminder has a good understanding of how to safeguard children. She knows the possible signs of abuse and neglect. She is confident about what to do should she have a concern about any child in her care.

It is not yet outstanding because:

- The childminder has not fully considered all opportunities for helping children to work towards the next steps in their learning.
- The childminder provides too few opportunities to help children recognise rhyming words.

What the setting needs to do to improve further

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

- help children to achieve the next steps in their learning more quickly by putting a greater focus on what they need to learn next
- provide more opportunities to develop children's awareness of rhyming words.

Inspection activities

- The inspector observed activities in the childminder's home and viewed the garden.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's suitability and training, and the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of parents from information included in the setting's own parent survey.

Inspector

Linda Yates

Inspection findings

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

The childminder supports children well so that they develop the skills they need in readiness for school. She plays with the children and encourages them to take turns, express their feelings and feel pride in their achievements. For example, the children enjoy a balancing game. They carefully hang each monkey on the tree, adding more and more until all the monkeys fall down into the swamp. This helps children to develop a steady hand. The childminder enhances this activity by encouraging children to match colours and count the monkeys. She uses a wide range of effective teaching strategies in her interactions with the children. For example, she uses demonstration, a running commentary and introduces new vocabulary as they play. Children's literacy skills are promoted. Older children confidently use felt-tip pens and learn to make connections between their movements and the marks they make. Children listen intently during story time. The childminder models a clear voice with expression to hold children's interest. However, the childminder has not fully considered how she will raise children's awareness of rhyming words. The routine of the day generally supports children's learning well. At times the childminder does not focus enough on teaching children what they need to learn next. As a result, they do not always achieve the next steps in their learning as quickly as possible.

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

Children learn about a healthy lifestyle. They learn about the importance of washing their hands before eating and after visiting the toilet. Children have a range of fruits and access water throughout the day. There is direct access to the garden. Here, children can use equipment, such as sit-on trucks, tricycles, scooters and a small trampoline to develop their physical skills. The childminder provides a range of opportunities for children to take safe risks and experience physical challenge. They have regular visits to the local playground to use the climbing apparatus. Additionally, they play in fields and streams and visit the soft-play establishments. Strategies for managing children's behaviour include positive reinforcement, in order to promote their self-esteem.

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

The childminder has a secure understanding about the requirements of the Early Years Foundation Stage. She checks the educational programmes to make sure all areas of children's learning are fully included in the planning. Daily discussions, sharing of children's daily diaries and children's assessment folders makes sure information is regularly shared with parents. This keeps parents informed of their child's progress and informs them of how they can support their child's learning at home. The childminder values training opportunities and regularly attends the local authority forum meetings. This is an opportunity to link with other childminders and the local authority worker. Here, the childminder receives up-to-date information about the Early Years Foundation Stage.

Setting details

Unique reference number	209923
Local authority	Staffordshire
Inspection number	865650
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	26 February 2009
Telephone number	

The childminder was registered in 1990. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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