

Childminder Report

Inspection date

13 August 2015

Previous inspection date

27 March 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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 is well qualified and has a strong understanding of how children learn. She has high expectations for children and understands her role in helping them to gain new skills that prepare them well for the next stage in their learning, including school.
- The childminder is skilled in describing what is happening and modelling language as children play. This helps to sustain children's concentration and to develop their own ideas even further as she plays and talks with them.
- The childminder creates a warm, welcoming environment where children feel safe and secure as they explore and investigate. Toddlers come to her for reassurance at times throughout the day because they have a strong bond with her. This reinforces their self-confidence and emotional well-being.
- Children benefit from the effective partnerships that exist between the childminder and their parents. Daily communication ensures information is shared to provide children with consistency and continuity in their care, learning and development.
- The childminder demonstrates a professional and committed attitude to her work. Effective policies and procedures underpin her practice as she fulfils her responsibilities with regard to the Early Years Foundation Stage.
- The childminder has a good understanding of her role in safeguarding children. She is familiar with local safeguarding procedures and is alert to signs that indicate children may be at risk of abuse.

It is not yet outstanding because:

- The childminder does not always use the information she collects about individual children's achievements to promote the deepest and richest learning.

What the setting needs to do to improve further

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

- focus more sharply on monitoring individual children's learning achievements to increase the potential for them to make rapid progress in their learning.

Inspection activities

- The inspector observed activities and spoke to children at appropriate times while they played.
- The inspector discussed children's learning with the childminder following an activity.
- The inspector spoke to the childminder about the daily routines and children's individual learning and development.
- The inspector looked at policies, children's assessment records and a range of other documentation.
- The inspector looked at evidence of self-evaluation, including the views of parents from discussions held on the day and contributions made in documentation.
- The inspector checked evidence of suitability of the childminder and family members.

Inspector

Kim Barker

Inspection findings

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

Toddlers' self-confidence is extremely well promoted. They point to pictures to let the childminder know which activities they would like to take part in. The childminder is adept at responding to their individual enquires as she talks and plays alongside them. She blows bubbles to gain children's attention and provides additional resources that build on their interests. The childminder uses various teaching methods to help children to keep on trying, so they begin to work out ways for doing things for themselves. The childminder observes children to identify and plan for the next steps in their learning. Toddlers make choices and investigate similarities and differences as they explore printing with fruit. The childminder helps them to make sense of their actions as she provides a narrative for what is happening. However, the childminder introduces further resources and tools and extends the activity even further. Toddlers are not able to keep up with the changes and loose interest. Consequently, although children are learning as they lead their own play, some planned activities do not always promote the deepest and richest learning possible. However, all children on roll are making good progress in their learning overall.

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

The childminder organises space and resources very well. Children develop independence in their learning as they choose freely from a wide range of activities and experiences. They are able to choose books and share what they have learned about turning pages and how a story flows from the beginning to the end of the book. The childminder makes daily checks of her home to minimise or eliminate any dangers for children. This helps to ensure children are kept safe from harm. Children respond positively to the daily routine and their behaviour is good. The childminder promotes a healthy lifestyle. Children have regular opportunities for exercise and fresh air in the childminder's garden. Children are supported to take developmentally appropriate risks. They learn how to keep themselves safe as they play outside. Children learn about individual preferences. They taste new fresh fruits they have not tried before. The childminder names each one and encourages toddlers to repeat new and familiar words. This promotes their speaking and listening skills, and helps them to develop their sense of identity.

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

The childminder is dedicated to improving her knowledge and skills. She reflects on her own practice and actively seeks ways to ensure her knowledge and skills are continuously enhanced. She implements ideas from training she attends and values support from other local childcare professionals. The childminder has introduced systems to track and summarise children's progress. She is aware that she does not always make best use of these systems to respond purposefully to children's individual learning needs. Parents are extremely happy with the childminder's work and comment favourably. They say that they are guided to support children's learning at home.

Setting details

Unique reference number	EY221860
Local authority	Staffordshire
Inspection number	925493
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 14
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27 March 2012
Telephone number	

The childminder was registered in 2003 and lives in Norton Canes near Cannock. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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