

# Childminder Report

**Inspection date**

22 June 2015

**Previous inspection date**

10 May 2012

<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		Good	2
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 quality of teaching enables children to make good progress. Stimulating activities are organised to match the individual learning needs of children. The well-qualified childminder ensures that planning is effectively linked to regular observations and assessments. Consequently, children are well prepared for the next stage in their learning or for school.
- The childminder is clear about the safeguarding procedures that she must follow should she have any concerns regarding a child's welfare. She also promotes the safety of children by having detailed risk assessments in place and by ensuring children are well supervised.
- The childminder undertakes training regularly to enrich the service she provides. This enables her to further develop aspects of children's care and learning. As a result, all children make good progress from their starting points.
- Care practices are good. The childminder finds out about children's care needs before they start and offers flexible settling-in sessions. Children's behaviour is managed effectively. Children play well together and learn to share with each other and take turns. As a result, children are settled and happy.
- Good relationships with parents are fostered through frequent communication. Information is shared about children's learning and development. This means that there is a consistent approach towards children's care and learning.

### It is not yet outstanding because:

- The childminder does not always use questioning effectively enough to challenge and extend children's learning further.
- Children are not always encouraged to use their imagination and creative thinking to their full potential during their play.

## 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 children to share their thoughts and opinions and to explore their ideas more fully, for example, by asking more thought-provoking questions
- encourage children to use their imagination and creativity more widely in their play so that they make the most of all their ideas and enhance their thinking skills.

## Inspection activities

- The inspector had a tour of the premises and observed activities in the playroom and garden.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector observed teaching practice and conducted a joint evaluation with the childminder.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector looked at a range of documentation including training certificates, the childminder's self-evaluation, risk assessments and written policies.

## Inspector

Jacqueline Coomer

## Inspection findings

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

The childminder provides a broad range of activities that interest and stimulate children. Observations of children's progress are compared with the expected levels of achievement for children of a similar age. This helps to identify the priorities for children's future learning. The childminder knows the children and their interests well and as a result, they talk confidently to her about what they are doing. However, opportunities to encourage children to use their imaginations fully are not always taken and as a result, children do not always fully develop their own ideas and thinking. Children thoroughly enjoy looking at books. The childminder sits with the children reading favourite stories encouraging them to look at the pictures and describe what is happening. However, sometimes the childminder's choice of questioning does not challenge children sufficiently to allow them to consider their own thoughts and opinions. They show high levels of curiosity as they experiment with water, sand, pebbles and rice. The childminder introduces descriptive words, such as, heavy, more and less, and encourages children to count as they play. She enables the children to learn about shape, pattern and size by using colourful play dough which is decorated, rolled and kneaded into wiggly snakes and snails. They are engaged in their play and are keen to participate.

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

Children's physical skills are well promoted. The childminder gives children plenty of space to move freely both indoors and outside. She also encourages them to gain control in using tools and equipment through stimulating activities, such as working with wet and dry sand. Children demonstrate high levels of independence within the childminder's home. The childminder teaches them to take care of themselves, for example, by encouraging them to use the toilet independently, dress themselves and keep themselves clean. She also lets them make independent choices regarding what they eat, play with and do while in her setting. As a result, children are motivated and confident.

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

The childminder is well organised and has a wide range of policies and procedures in place. She evaluates her provision and works closely with her quality support officer to regularly review and improve her practice. The childminder has high expectations for all children and a good understanding of the learning and development requirements. An effective tracking system is in place to provide information on children's progress. Planning and assessment are monitored to make sure they give an accurate understanding of all children's skills, abilities and progress. This allows the childminder to identify any gaps in their development. Overall, the quality of teaching is good, with children receiving effective support.

## Setting details

<b>Unique reference number</b>	EY436848
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	853794
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 May 2012
<b>Telephone number</b>	

The childminder was registered in 2011. She lives in Tamworth, Staffordshire. She works with one assistant and operates from 7.30am to 5.30pm, Monday to Friday. The childminder has a childcare qualification at level 5.

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