

# Childminder Report

<b>Inspection date</b>	15 September 2015
Previous inspection date	2 February 2010

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The childminder provides a good variety of learning opportunities and experiences which significantly promote children's overall development.
- The childminder plans a wide range of interesting activities for children. Consequently, they are purposefully involved and motivated to learn.
- The childminder creates a nurturing environment where children form secure emotional attachments with her. Children show high levels of independence within the setting and access play resources easily.
- Ongoing professional development helps the childminder to continually improve her knowledge, understanding and practice. This helps to ensure that the quality of teaching continues to improve.
- The childminder works closely with parents in relation to children's individual learning and development. As a result, children benefit from a collaborative approach to their learning.

### It is not yet outstanding because:

- The environment is sometimes too noisy and has distractions that interrupt children's play and learning.

## What the setting needs to do to improve further

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

- provide children with an environment that fully supports children's ability to concentrate without distraction.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of her household members.

### Inspector

Julie Preston

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She uses this knowledge to monitor children's progress and ensure any gaps in their learning are closing. The arrangements for safeguarding are effective. The childminder knows what to do if she has any concerns about a child in her care. Self-evaluation and ongoing reflection means that the childminder is fully aware of her strengths and areas for development. The childminder stays well informed by attending training and finding out about new childcare initiatives and information. The childminder has developed links with other settings children attend that have resulted in a collaborative approach to their care and learning.

### Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. However, children are not helped to concentrate due to consistent background noise. She undertakes detailed observations and assessments of the children's progress to help identify next steps in their learning. This informs the childminder's planning which underpins children's good progress. The childminder shares information with parents regularly. They know about their child's progress and how they can continue their learning at home. The childminder is very skilful in interacting with children during their play. She recognises and captures opportunities to challenge and support children's learning. Children are developing literacy skills. They are provided with regular opportunities to practise early writing and develop letter formation skills. This helps to prepare children for starting school.

### Personal development, behaviour and welfare are good

Children make secure relationships and the childminder acts as a positive role model, who interacts with them using a caring and sensitive approach. This helps to promote their self-esteem, good behaviour, safety and emotional well-being. The childminder talks to parents about what children like and dislike, so she effectively meets their individual care needs. As a result, they settle quickly and are motivated to join in and learn. Children learn to be independent as they make choices and have opportunities to practise skills, such as feeding themselves and choosing toys they wish to play with. Children are learning the importance of a healthy lifestyle. Daily routines and discussions help children learn the importance of good hygiene, healthy eating and being active.

### Outcomes for children are good

All children make good progress and are working comfortably within the range of development typical for their age. The childminder effectively supports children to develop the skills they need for the next steps in their learning, and when appropriate, supports them in preparing to start school.

## Setting details

<b>Unique reference number</b>	209566
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	871203
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 February 2010
<b>Telephone number</b>	

The childminder was registered in 1988 and lives in Rugeley, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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