

# Childminder Report

**Inspection date**

15 September 2015

Previous inspection date

3 February 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
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. Children enjoy activities that are based on their interests which help them to make effective progress in their learning.
- Children confidently explore their environment. They have free access to an excellent range of good quality resources. The resources are suitable for the age range of the children attending the setting.
- Children are encouraged to share, take turns and to make friends. The childminder helps children to understand how to manage their own behaviour by talking to them in a calm and respectful way.
- Partnerships with parents are strong and they are kept well informed about their child's learning and development. As a result, parents have the information they need to support their child's learning at home.
- The qualified childminder undertakes training regularly to keep her practice up to date. This enables her to use her skills effectively to enhance the care and teaching children receive.

### It is not yet outstanding because:

- Occasionally, the childminder does not build as far as possible on children's curiosity and thinking skills. She quickly gives the answers to the questions she asks, rather than giving children time to think about possible responses before answering for themselves.

## What the setting needs to do to improve further

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

- give children time to think about and respond to questions put to them.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at children's records, the policies and procedures and a range of other relevant documentation.
- The inspector took account of the views of parents through their written comments.

### Inspector

Jacqueline Coomer

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and this has a positive impact on the overall effectiveness of the care provided. Children make good progress in their learning and development and information about this is shared regularly with parents. The arrangements for safeguarding are effective. The childminder has a secure understanding of her role and responsibilities. In addition, detailed and effective policies and procedures to keep children safe are in place and implemented well. The childminder regularly reviews her practice and takes into account the views of parents and children when identifying areas for further improvement. The impact of this can be seen in the improvements made since the last inspection, such as enriched resources and the good links that are maintained with local schools, nurseries and other carers.

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

The childminder knows the children well and she competently extends their learning through good teaching. Children are enthusiastic and motivated learners. Children benefit from the strong focus the childminder puts on language and communication development. For example, she effectively models words and develops children's vocabulary through skilful interventions as they play. Children have frequent opportunities to develop their physical skills in the garden. The childminder uses her experience and knowledge of how children learn to effectively meet the needs of individual children.

### Personal development, behaviour and welfare are good

Children play happily and have good relationships with each other. They move confidently around the setting and feel safe and secure. Children develop close bonds with the childminder because she is warm, caring and sensitive to their individual needs. Children are encouraged to be independent, for example, by hanging their coats on their named peg. They settle well and develop high self-esteem and confidence. Children's behaviour is good. The childminder responds thoughtfully to children providing meaningful praise and appropriate encouragement. Children have good opportunities to learn about healthy lifestyles and they enjoy healthy food choices.

### Outcomes for children are good

All children make good progress from their starting points. Support for children's well-being is good and this has a significant impact on children's confidence, growing independence and motivation to learn. Children are well prepared for the next stage of their learning and for school.

## Setting details

<b>Unique reference number</b>	EY430866
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1027470
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 February 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Staffordshire. She operates all year round from 7.30am to 5pm between Tuesday and Thursday. The childminder holds an appropriate qualification at level 3.

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