

# Childminder Report

**Inspection date**

17 September 2015

Previous inspection date

27 January 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 childminder's accredited qualifications and her secure knowledge of how children learn have a positive impact on the quality of her teaching. She skilfully uses a range of teaching skills as she talks with and plays alongside them. This helps children to develop the skills and knowledge in preparation for the next stage in their learning, including school.
- The childminder provides a safe environment for children to play and learn in. There are good systems in place to identify and act on risks. The childminder has a range of policies and procedures to help her run the provision effectively and keep children safe.
- The childminder keeps detailed information about the progress each child makes. This is shared regularly with parents, along with ideas on how they can continue their children's learning at home.
- Children learn the importance of leading a healthy lifestyle. The childminder plans nutritious meals and snacks for children. She takes into consideration recent changes in legislation, with regard to being alert to common allergens in foods.

**It is not yet outstanding because:**

- The childminder does not consistently incorporate the next steps she identifies for children's learning into the experiences and activities she provides.
- The childminder sometimes overlooks opportunities to promote children's mathematical development during routines and activities.

## What the setting needs to do to improve further

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

- make better use of the next steps identified for individual children's learning to increase the potential for them to make rapid progress in their learning
- make better use of spontaneously occurring opportunities to help children develop their understanding of number and measure.

### Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection. She observed activities, speaking to children at appropriate times while they played.
- The inspector viewed all areas of the home used for childminding and the toys and resources available.
- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector looked at evidence of self-evaluation and took into account the views of parents from discussions held on the day.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living on the premises.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure understanding of her role and responsibility in how to meet the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. The childminder demonstrates dedication to providing a safe and nurturing environment. She evaluates her practice and actively seeks guidance from local authority advisors, to make continual improvements. The childminder adds to her skills and knowledge through attending training and incorporates her learning into her practice. The childminder understands her role in working together with other settings children attend to promote continuity for children's learning.

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

The childminder is skilled in providing a wide range of learning experiences that helps children to learn through developmentally appropriate play. She provides interesting activities that help children to learn a range of new skills across different areas of learning. Children learn as they enjoy role-play activities. The childminder helps them to develop their imagination, concentrate and explore their own ideas as the children make up a story about taking their dolls to the park on an imaginary picnic. She is mindful of children's individual first-hand experiences and skilfully weaves these into children's play. The childminder uses mathematical language as she plays alongside, and talks to children. However, she occasionally misses spontaneous opportunities to teach children more about quantity and measure. For example, she does not give children the opportunity to compare sizes and work out and solve mathematical problems for themselves.

### Personal development, behaviour and welfare are good

The childminder is a good role model. Children know and respond positively to the daily routine and their behaviour is good. Children develop self-care skills. The childminder encourages children to help out with small tasks and tidy up before moving on to the next activity. This helps to keep children safe and they develop an understanding of the childminder's rules and how to follow them. Children have positive relationships with the childminder. The childminder considers children's individual interests and needs and ensures that they have easy access to a broad range of resources. Children learn how to keep themselves safe as they act out scenarios in their imaginative play. Children's self-confidence and social skills are developing well. They enjoy attending childminding groups where they get to meet other children.

### Outcomes for children are good

The childminder makes observations of children's learning and records their progress. This allows her to identify their individual needs. There are good systems in place to identify any gaps in children's learning. However, the childminder does not yet consistently incorporate the next steps for children's learning into activities and routines. This means that although children make good progress in their learning and development, they are not consistently provided with the highest levels of challenge in their learning to help them make rapid progress.

## Setting details

<b>Unique reference number</b>	EY426029
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	874482
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 January 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Tamworth, Staffordshire. She operates all year round from 7am until 7pm, Monday to Friday, except for bank holidays and the Christmas period. The childminder receives funding for free early years education for two-, three- and four-year-old children. She holds relevant early years qualifications at levels 3 and 4.

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