

Childminder Report

Inspection date

7 October 2015

Previous inspection date

27 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 has a secure understanding of how children learn and has high expectations of their progress. She is skilled in promoting children's learning and development as she plays and talks with them. This helps to sustain children's interest and promotes their speaking and listening skills.
- The childminder creates a warm and welcoming environment where children feel safe and secure. Children develop a strong sense of belonging as they form close relationships with the childminder and each other. This reinforces children's self-confidence.
- The childminder develops strong partnerships with parents and other local settings children attend. Regular communication ensures information is shared to provide children with consistency and continuity in their care, learning and development.
- The childminder is dedicated to improving her knowledge and skills. She attends regular training and works closely with other local childcare professionals. This continual reflection helps to develop her teaching and improve outcomes for children.
- Mealtimes are a social experience, as children sit together and enjoy their food. They learn about personal differences and this promotes their sense of identity.

It is not yet outstanding because:

- The childminder regularly plans which activities she will provide next for children. However, she does not consistently identify precise individual next steps for each child's learning.

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 and development to increase the potential for children to make rapid progress.

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection. She viewed all areas of the home used for childminding and observed activities, speaking to children at appropriate times while they played.
- 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 in documentation.
- 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 is fully committed towards her work with children and the importance of supporting their welfare and development. Good methods used by the childminder to evaluate her practice positively identify strengths, including seeking the opinions of parents through verbal and written feedback. The childminder is clear about targets for future development and ensures that all required training is up to date. The arrangements for safeguarding are effective. The childminder is confident in her responsibilities with regard to the procedures to follow if she has any concerns about a child in her care. The childminder successfully engages with other local settings that children attend and knows how to work closely with them to promote their learning.

Quality of teaching, learning and assessment is good

The childminder is skilled in describing what is happening and modelling language as children play. The childminder responds to the interest of toddlers in dinosaurs as they complete jigsaws. As toddlers keep on trying, they begin to work out ways of doing things for themselves and make sense of their actions. The childminder extends children's development, learning number names and words about position as they play. The childminder promotes mathematical skills in an adult-led activity. Children have fun as they learn how to identify numerical symbols and begin to place them in order, along with how to distinguish between different colours. Children make good progress. Occasionally, the childminder focuses more on resources or activities she will provide next, rather than precisely on what children need to learn next. This means they are not consistently provided with the highest levels of challenge in their learning to help them make rapid progress.

Personal development, behaviour and welfare are good

The childminder sets out resources that she knows interest the children and that they will enjoy taking part in. This helps to motivate children to participate and learn. Children clearly enjoy the time they spend with the childminder and are confident as she promotes their sense of belonging and develops their self-esteem. They learn to respect each other as they play together, share and take turns. Children's physical skills are promoted. The childminder walks to and from school and pre-school with the children, visiting the park on their return journey. Children learn how to keep themselves safe as they explore, taking developmentally appropriate risks. Toddlers who are beginning to recognise their own toileting needs are very well supported. They demonstrate their self-care as they gain confidence and an understanding of their own hygiene and toileting needs.

Outcomes for children are good

The childminder uses observations to identify the achievements children make in their learning and development. She has a good overview of children's needs and the educational programme she provides. This results in children being well supported to make good progress. They develop the skills and knowledge to help prepare them for the next stage in their learning, including the move on to school.

Setting details

Unique reference number	EY336102
Local authority	Staffordshire
Inspection number	862668
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 7
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	27 May 2010
Telephone number	

The childminder was registered in 2006 and lives in Wilnecote, Tamworth. She operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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