

# Childminder Report

**Inspection date**

20 October 2015

Previous inspection date

3 October 2011

<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 has a secure knowledge and understanding of how she can help children to learn more. She is skilled in describing what is happening and modelling language as children play. She helps children to develop their understanding, speaking and listening skills.
- The childminder creates a warm and welcoming environment where children play and explore independently. She places a strong emphasis on ensuring that children's well-being is always considered. She builds their self-confidence and provides experiences that help to prepare children well for the next stage in their learning.
- The childminder has developed systems so that parents are able to actively contribute to initial assessments, regularly check their children's progress and describe their current focus at home. This results in strong partnerships that promote a shared approach to children's care, learning and development.
- The childminder demonstrates a passionate and committed approach to providing a safe and nurturing environment. She attends training and engages with local professional support networks to improve her knowledge and teaching skills. She regularly reflects on ways to maintain high standards and improve outcomes for children.

### It is not yet outstanding because:

- The childminder does not focus on helping children reach the next steps in their learning consistently enough to achieve excellent outcomes and rapid progress in their development.

## What the setting needs to do to improve further

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

- make even better use of the next steps identified for individual children's learning and development and increase the potential for children to make rapid progress.

### Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection, and 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, the 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 recorded 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 has a secure understanding of her role and responsibility in meeting the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. The childminder takes effective steps to reduce potential dangers and knows who to contact if she has concerns about a child. Effective policies and procedures underpin her good safeguarding practice. The childminder offers ongoing support to her assistant as they work side by side. She understands her role in promoting children's learning through establishing strong relationships with other local settings children attend.

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

The childminder is skilled in helping children to make sense of what they already know and can do. They talk with the childminder throughout their play and recall recent experiences. Children make links with previous learning as they take part in a baking activity. The childminder makes very good use of demonstration and descriptive language to help children to remain interested and motivated. Toddlers keep on trying. They watch older children and begin to work out ways of doing things for themselves. The childminder skilfully extends children's learning. As they explore they learn number names and concepts, such as more and less. The childminder promotes children's early reading skills. Children enjoy using puppets as they listen to stories, joining in with actions and repeated refrains. The childminder encourages children to share and take turns. They begin to develop the skills and knowledge to help prepare them for the next stage in their learning, including school. The childminder uses her good observations of children's achievements to identify any gaps in their learning.

### Personal development, behaviour and welfare are good

Children are taught about the importance of leading a healthy lifestyle. The childminder provides nutritious meals and snacks for children. She is alert to common allergens in foods. There are many opportunities for physical play at the park or in the childminder's garden. She ensures children get fresh air and exercise and develop their physical skills. Children are learning how to behave well and listen to instructions. The childminder gently helps toddlers to maintain their attention, so that they learn to regulate their own behaviour in different situations. 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. Toddlers who are beginning to recognise their own toileting needs are very well supported. They demonstrate pride in their achievements as they gain self-awareness and an understanding of their own hygiene and toileting needs.

### Outcomes for children are good

The childminder has a good overview of individual children's needs. Children are being well supported to make good progress from their starting points. All children are motivated learners, who confidently explore and develop the skills they need for future learning.

## Setting details

<b>Unique reference number</b>	209691
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865633
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 5
<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>	3 October 2011
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Stone, Staffordshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant for occasional support. The childminder offers funded early education for two-, three- and four-year-old children.

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