

Childminder Report

Inspection date

18 November 2015

Previous inspection date

19 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 has a secure understanding of children's abilities and the next steps in their learning. Children are active learners and are making good progress in relation to their starting points.
- The childminder provides children with rich and varied opportunities to develop their early communication and language skills. She asks questions, talks to and sings with the children as they play. She models new words for younger children to repeat.
- The childminder is sensitive to children's needs. Children are cared for in a warm and welcoming environment and experience familiar routines. Children demonstrate a strong sense of belonging and are settled and happy.
- The childminder has a clear understanding of the procedures to follow should she have concerns about a child in her care. She understands the possible signs of abuse or neglect and how to respond to these promptly.
- The childminder has good relationships with parents. She keeps them fully informed through discussions and daily diaries. Parents give very positive feedback about the childminder and the service she offers.

It is not yet outstanding because:

- Information from parents about children's learning from home is not regularly obtained to inform the childminder's assessment of their abilities.
- Self-evaluation does not precisely focus on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen partnerships with parents to gather more information about children's learning and development to help form more precise assessments
- sharpen self-evaluation to inform a focused programme of professional development that raises the overall quality of teaching to outstanding.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held conversations with the childminder throughout the inspection.
- The inspector conducted a joint observation with the childminder during a planned activity.
- The inspector checked evidence of the childminder's qualifications, training, risk assessments, policies and procedures and evidence of the suitability of those living at the setting.
- The inspector took account of the views of parents expressed through written feedback.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to providing high-quality care and learning for children. She evaluates the quality of her provision and identifies where some improvements can be made. She regularly reviews the progress that children make and has a good understanding of their learning and development. Safeguarding is effective. The childminder has a secure understanding of her responsibilities to keep children safe. She keeps her practice up to date by attending training, such as safeguarding and paediatric first aid. Regular fire drills help to ensure children are familiar with safety routines. The childminder has developed positive relationships with other settings, such as schools, which help to provide continuity in children's learning.

Quality of teaching, learning and assessment is good

The childminder is well qualified. She uses her knowledge of how children learn through play to provide them with a range of interesting experiences. She carries out regular observations and assessments of children and plans activities that are based on their interests. She makes good use of sensory opportunities to build on children's learning. For example, as children paint and make leaf prints, the childminder encourages them to try exploring printing with their hands and fingers. Children take great delight in catching and popping bubbles. They demonstrate good problem solving and quickly learn new skills as they investigate how to make their own bubbles.

Personal development, behaviour and welfare are good

Children are confident in initiating their own play and are engaged in their activities. Behaviour is good. The childminder provides frequent praise and encouragement. This builds children's self-esteem and emotional security. Settling-in arrangements are used effectively to ensure that children quickly settle and feel secure. Children's good health is promoted successfully. They enjoy healthy snacks and meals and are developing good self-care skills. Children are encouraged to develop good hygiene practices, such as washing their hands before mealtimes. Children attend varied groups and activities throughout the week, so that they learn to develop their physical skills and socialise with others.

Outcomes for children are good

Overall, children make good progress from their starting points. They have regular opportunities to develop their early literacy and mathematical skills. Children are confident and motivated learners. This helps prepare them for their next stage of learning, including the move on to school.

Setting details

Unique reference number	EY336207
Local authority	Staffordshire
Inspection number	849201
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 1
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	19 January 2011
Telephone number	

The childminder was registered in 2006 and lives in Perton, near to Wolverhampton. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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