

Childminder Report

Inspection date

20 November 2015

Previous inspection date

16 April 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's quality of teaching is good. She understands how children learn and plans interesting activities that meet children's needs. This contributes to children progressing well in their learning and development.
- The childminder gathers information from parents when children start on what they already know, understand and can do. This helps the childminder plan meaningful activities and experiences from the outset.
- The childminder regularly attends training. She recognises the importance of ongoing professional development to keep her practice up to date.
- The childminder has established links with other early years provisions that children attend. This helps to promote continuity and consistency for children as their care and learning needs are regularly discussed.
- Pre-school children express their creativity through activities such as art and role play. They eagerly participate in a variety of exciting learning experiences, using a variety of mark-making materials to help develop their physical and literacy skills.

It is not yet outstanding because:

- The childminder does not always gather enough information from parents on what their children are learning at home to help them make rapid progress.
- The childminder does not always consider how to focus her professional development, in order to raise the quality of her practice to an even higher level.

What the setting needs to do to improve further

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

- focus professional development, in order to raise the quality of children's learning experiences to an even higher standard
- gather more information from parents about what their child is learning at home to support children to make rapid progress.

Inspection activities

- The inspector looked at areas of the premises that are used for childminding.
- The inspector observed teaching and learning activities indoors.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises and children's development records.
- The inspector spoke to the childminder and children during the inspection.

Inspector

Lesley Bott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands and implements statutory and other government requirements into her practice. She has a clear understanding of the action to take if she is concerned about the welfare of a child in her care. The childminder completes annual safeguarding refresher courses to update her knowledge of child protection issues. Partnerships with parents are positive. The childminder seeks their views and responds to their comments through regular parental questionnaires. The childminder carries out robust risk assessments on her home. Children remain safe as they play, because hazards are minimised or removed by the childminder.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's individual needs and their interests. Accurate and precise observations and assessments of children's development are completed on a regular basis. Activities are planned to provide challenge and support to extend children's learning. The childminder engages in younger children's play, engaging them in conversation to effectively extend their vocabulary. The childminder provides a good range of toys and resources which are stored at low level for children to easily access. Children make choices in their play and follow their individual interests. The childminder joins in with children's play and shows interest in what children are doing and saying. This contributes to maintaining children's motivation to play and learn.

Personal development, behaviour and welfare are good

The childminder's kind, calm and caring approach helps children to settle quickly. Children build good relationships with the childminder, her family and other children. Children have regular opportunities to attend local groups. They develop good levels of confidence and self-esteem as they socialise with other children and adults. The childminder is a good role model to the children. She helps them to learn to share and take turns with toys. Children learn about healthy lifestyles. They build on their physical skills as they climb and balance in the childminder's garden. The childminder skilfully uses routine tasks to increase children's independence such as involving them in the preparation of their food for snack time. Children safely learn how to hold a knife as they cut an apple.

Outcomes for children are good

All children are making good progress. The childminder carries out a progress check for all children between the ages of two and three years. Parents receive relevant information on their child's progress and any additional support that they might need to close any gaps in their learning. Children are becoming independent in their self-care. This helps them to be well prepared for starting school.

Setting details

Unique reference number	210016
Local authority	Staffordshire
Inspection number	865661
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	16 April 2010
Telephone number	

The childminder was registered in 2000 and lives in Huntington, Staffordshire. She operates all year round except for family holidays and bank holidays. The childminder holds a Level 3 qualification in Early Years Childcare and Education.

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