

Childminder Report

Inspection date

8 January 2016

Previous inspection date

13 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

- Teaching is consistently good and at times outstanding. The childminder is well qualified, experienced and knows how children learn. She challenges and stimulates them in their play and plans exciting activities that promote their learning well. Children make good progress from their starting points in readiness for school.
- Partnerships with parents are strong. The childminder shares information with parents about children's learning, which keeps them informed of their child's good progress. Parents are made aware of how to extend children's learning at home.
- The childminder has strong relationships with staff at other early years settings. She ensures good two-way communication about what children can do and what they need to learn next. This helps to ensure continuity in their learning experiences.
- The childminder continually strives to improve her practice. She implements what she has learnt from the training she has attended. This is evident in the high-quality learning experiences that children receive.
- The childminder has meticulously maintained all the required records, including all policies and procedures. This supports the safe and efficient management of the setting.
- Children are warmly welcomed into the childminder's home where their emotional well-being is effectively promoted. They develop strong attachments to the childminder.

It is not yet outstanding because:

- The childminder does not make good use of opportunities to help children think about questions and express their ideas. For example, she is too quick to provide the answer.
- The evaluation of the setting is not sharply focused enough on the impact of the quality of teaching, to raise the standards to an outstanding level.

What the setting needs to do to improve further

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

- provide children with the time they need to think about and express their ideas and demonstrate their understanding
- sharpen the focus of the evaluation of the setting, in order to raise the already high standard of teaching to an outstanding level.

Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at a sample of procedures and children's records. She looked at evidence of childminder's training and the suitability of all the family members living in the home.
- The inspector discussed the childminder's self-evaluation. She spoke to a small number of parents and reviewed written feedback from parents.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is knowledgeable and understands her responsibilities to protect children from harm. She carries out regular checks of the premises so that potential risks are minimised. This helps to promote children's welfare and safety. The childminder effectively tracks children's progress and identifies any gaps in learning. This helps to ensure that opportunities for early intervention are quickly sought if necessary. The childminder regularly attends training to further develop her knowledge. This has a positive impact on children's learning. She regularly meets with other childminders and reads publications to keep up to date with legislative changes. She actively seeks the views of parents and children, and welcomes their suggestions to help drive improvement. Parents comment that they are very pleased with the care and learning their children receive.

Quality of teaching, learning and assessment is good

Children are articulate, excited and motivated to learn. The childminder provides a rich, stimulating and well-resourced environment which meets the children's individual needs. Two-year-old children develop their problem-solving skills as they stack plastic cups to make a tower. They learn to count, compare sizes, use positional language and attempt simple number problems as they play. This helps to develop early mathematical skills. Toddlers' imagination and creativity are promoted well. They explore different textures, such as glitter and foam. Children competently follow instructions and find objects when asked. They are motivated to engage in activities for a good amount of time. Children's literacy skills are effectively developed. The playroom is rich in print and children have plenty of opportunities to make marks and develop their early writing skills. Children enjoy stories. They listen attentively and enthusiastically join in.

Personal development, behaviour and welfare are good

Children's work is prominently displayed and they are keen to share their achievements with others. This helps them to feel valued and develop a strong sense of belonging. Children's confidence and self-esteem are nurtured through the praise and encouragement they receive. The childminder encourages children to be respectful of others and to recognise their own unique qualities. Children play cooperatively together and behave extremely well. Children enjoy healthy and nutritious snacks. The childminder actively talks to them about the importance of eating healthily. Children benefit from regular opportunities to be outdoors and physically active. They visit a range of inspiring places and use the childminder's garden. They learn to develop an awareness of health and safety through the daily routines, discussions and activities.

Outcomes for children are good

All children make good progress from their starting points. Children are confident and independent learners who are keen to engage in a range of activities. Children acquire the key skills, knowledge and attitudes that prepare them well for starting nursery and school.

Setting details

Unique reference number	268407
Local authority	Warwickshire
Inspection number	867206
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	13 May 2010
Telephone number	

The childminder was registered in 1999. She lives in Dordon, Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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