

Childminder Report

Inspection date	22 January 2016
Previous inspection date	4 February 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 quality of teaching is good. The childminder understands how children learn and provides well-planned activities which extend children's learning. Children make good progress and are well prepared for their future move on to school.
- The childminder organises the learning environment very well. Children can access a wide range of high-quality toys and resources, both indoors and outside.
- The childminder works in close and effective partnerships with parents. This contributes to children's learning and well-being, at home and in the setting.
- Children are happy and emotionally secure in the childminder's care. She provides a warm and child-friendly environment where children's independence skills are effectively promoted.
- The childminder attends regular training courses to update her knowledge. She has established relationships with other childminders and shares information and good practice ideas with them. This helps to continue her professional development and has a positive impact on children's learning.

It is not yet outstanding because:

- The childminder does not effectively provide children with enough rich opportunities to learn about people and communities beyond their immediate experience.
- The childminder does not always support children effectively to develop their early writing skills.

What the setting needs to do to improve further

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

- help children to learn, explore and celebrate diverse backgrounds and cultures other than their own
- provide more opportunities for children to practise their early writing skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. He looked at relevant documentation, such as the childminder's self-evaluation, and evidence of the suitability of the childminder and other adults living in the home.
- The inspector took account of the views of parents and carers from information included in the childminder's own parent survey.

Inspector

Kulwant Singh

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of how to implement the Early Years Foundation Stage. Arrangements for safeguarding are effective. The childminder has a good awareness of the signs and symptoms that might cause her concern about children's welfare. She knows how to pass on concerns about children's well-being to the relevant professionals when appropriate. The childminder completes comprehensive risk assessments. All required policies and procedures robustly underpin her practice. The childminder is very well motivated and committed to providing high-quality care and learning for children. She regularly monitors and reflects on her planning and children's assessments. Any gaps in children's learning and in her teaching are effectively identified and addressed. Activities are evaluated to ensure they continue to challenge and interest children.

Quality of teaching, learning and assessment is good

The childminder takes into account children's needs and their next steps in learning. Children access a good range of toys and activities which helps to promote their individual choice and independent learning. The childminder extends children's learning well. For example, children learn early mathematics. They enjoy playing with pasta shells and engage in counting and pouring them into different-sized containers. Children's thinking is encouraged. The childminder asks children questions and engages in their play. Children learn about the world and how to care for living creatures. They help to feed and look after the childminder's fish. Children are developing their early reading skills. The childminder reads favourite stories and encourages children to join in. Children learn new words and build on their vocabulary. This helps prepare them well for their future learning.

Personal development, behaviour and welfare are good

Children form close bonds with the childminder. They settle quickly and appear content and happy. The childminder consistently offers words of praise and encouragement to children. This helps promote their good behaviour and has a positive impact on their emotional well-being. Children learn about what contributes to a healthy lifestyle. She teaches children about healthy foods and takes into account their preferences and allergies. Children confidently wash their hands at appropriate times of the day and know that germs can cause harm. The childminder makes good use of local parks and amenities to help support children's physical development.

Outcomes for children are good

Children make good progress. The childminder identifies their starting points and any gaps in learning are quickly addressed. Children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY388735
Local authority	Staffordshire
Inspection number	859140
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	4 February 2010
Telephone number	

The childminder was registered in 2009 and lives in Wolverhampton. She operates all year round from 8am to 6pm, except for bank holidays and family holidays.

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