

Childminder Report

Inspection date

10 February 2016

Previous inspection date

13 December 2011

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 home is very well resourced. Children actively explore the rich, varied and stimulating environment. This means they are highly motivated and interested in developing their skills, through purposeful and developmentally appropriate play.
- The childminder has gained Early Years Professional status since her last inspection. The impact of her accredited training is evident in her very good understanding of how children learn. She is highly skilled in promoting children's thinking and learning within all routines, activities and experiences.
- Children form strong relationships with the childminder. They learn to make friends with each other. The childminder obviously enjoys her role. Children feel secure and happy in her company and become confident learners.
- Partnerships with parents are strong. Parents contribute to the childminder's initial assessments of children's development and learning. There are regular exchanges of information and effective communication that promote continuity in children's care, learning and development.
- The childminder demonstrates a professional and committed approach to her work with children. She actively seeks out sources of professional support and ensures required training is up to date. She works closely with other local childcare professionals. This helps to support continual improvements to her teaching and outcomes for children.

It is not yet outstanding because:

- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not used effectively to identify specific next steps in children's learning.

What the setting needs to do to improve further

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

- make the most of what is known about individual children so specific areas of development can be targeted for rapid progress.

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection. She 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 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 is fully committed to her work with children and manages the provision very well. There are established links with local schools and nurseries to promote consistency and complement children's care, learning and development. The arrangements for safeguarding are effective. The childminder knows how to keep children safe. She has taken good steps to manage any hazards in her home so that they are minimised or removed. The childminder is aware of signs that may indicate a child is at risk of abuse. She fully understands her responsibilities to respond to any concerns about a child's welfare. The childminder has high expectations of children. She uses self-evaluation to reflect on her practice and maintain high standards of practice.

Quality of teaching, learning and assessment is good

The childminder clearly knows about the progress each child makes. She uses the information to plan for children's learning. She shares this with parents. This means that parents receive the support and guidance they need to extend their children's learning at home. The childminder is highly skilled in promoting children's understanding, and speaking and listening skills as she plays and talks with them. Toddlers share their understanding of how to operate simple equipment. The childminder helps them to make sense of their ideas. As toddlers keep on trying, they begin to work out ways of doing things for themselves. Children explore dry rice. The childminder describes what is happening and asks appropriate questions. Children learn new words and concepts. The childminder provides children with additional equipment to help them extend their investigations. This helps to build on children's interests and curiosities, keeping them engaged and motivated to learn.

Personal development, behaviour and welfare are good

Children confidently and actively play, learn and explore in the childminder's company. She provides appropriate praise and encouragement, so children feel good about themselves. This promotes their sense of belonging and develops their self-esteem. Children have confidence in their own abilities and demonstrate a 'have a go' attitude to learning. The childminder fosters children's self-care skills and independence very well. Children are familiar with the childminder's established daily routines. Toddlers collect the changing mat and she chats to them as they have their nappy changed. Meals and snacks are a sociable learning experience. Children learn words about position and shape as they spread toppings on toast. Children enjoy lots of opportunities for continuous, outdoor learning. This promotes their good health, well-being and physical skills. The childminder has extremely close relationships with their parents and finds out good information from them to support their child's individual needs.

Outcomes for children are good

Children make good progress in their learning and development. They are motivated learners who confidently explore and develop the skills they will need when they are ready for the move on to nursery or school.

Setting details

Unique reference number	EY429922
Local authority	Staffordshire
Inspection number	853041
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	13 December 2011
Telephone number	

The childminder was registered in 2011 and lives in Great Haywood, near Stafford. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds Early Years Professional status.

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