

# Childminder Report

**Inspection date**

11 February 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 uses her knowledge and experience of how to develop children's learning well, actively joining in with children's play. Children are gently challenged and their learning is extended as the childminder talks to them about their ideas and demonstrates new activities.
- The childminder is friendly and caring. She provides a welcoming environment that helps children to feel secure and confident. The childminder provides a wide range of activities that she knows children will enjoy.
- Children have opportunities to learn about similarities and differences between themselves and others. These help them to gain a good awareness of the world in which they live and encourage them to show consideration towards each other.
- The childminder effectively monitors and tracks children's learning and development to ensure they make good progress. Any gaps in development are swiftly identified and addressed.
- The childminder effectively supports children when they first start in the setting. Her approach is flexible, to meet the individual needs of children and their families. This helps children to settle quickly.

**It is not yet outstanding because:**

- The childminder has reflected on her provision. However, she has not engaged parents and children in this process to help her identify further areas for improvement.
- The childminder does not share with parents their children's specific next steps in learning or support parents to extend their children's development at home.

## What the setting needs to do to improve further

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

- gather the views of parents and children to help identify strengths and areas for improvement so that the provision continues to develop and reflect the needs of those who attend
- develop strategies to share information with parents about their children's next steps in learning and provide information about how they can support children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed and evaluated a planned activity with the childminder.
- The inspector spoke with the childminder and children. She looked at relevant documentation, such as policies and procedures, and evidence of the suitability of those living in the household.
- The inspector had a tour of the areas of the home used for childcare.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a good knowledge of the procedures to follow if she has any concerns about a child in her care. She has detailed policies and procedures in place to minimise risks to children when in the setting or the local area. These are shared with parents. The childminder is well qualified, attends all mandatory training and is conscientious in updating her knowledge and understanding of her role. She evaluates her practice and reflects on her achievements and areas to further improve. For example, she has plans to develop the outdoor space with a broader range of activities. The childminder regularly attends meetings with other childminders to share ideas.

### Quality of teaching, learning and assessment is good

During the settling-in period, the childminder makes accurate observations and assessments of children's developmental progress. She asks parents to share information about children's learning at home. The childminder uses the information gathered to establish children's starting points and identify their next steps in learning. She plans activities around children's interests and identified needs. Young children enjoy making marks using crayons and paint. They develop their social skills and imagination as they offer a cup of tea to the childminder during role play. The childminder supports children's communication and language skills as she reinforces and repeats words while playing alongside them. Children interact enthusiastically with the childminder as they engage in action rhymes and games. Parents are informed about the activities their children have been involved in, verbally and through a daily diary. There are regular opportunities for parents to view their children's learning journeys and the progress they are making.

### Personal development, behaviour and welfare are good

The childminder organises her home well. She provides a good range of resources that children can access easily. Children make choices about what they want to play with and develop a good level of independence in their learning from a young age. They learn to respect each other, take turns and share resources fairly. Children behave well and play happily together. The childminder is a good role model. She values children's efforts, giving plenty of praise. Children develop an understanding of how to lead a healthy lifestyle. They are encouraged to make healthy choices, for example, as they select the fruit they would like to eat at snack time. The childminder regularly takes the children outside in the local area. They enjoy regular walks and activities to help develop their physical skills and well-being.

### Outcomes for children are good

Children are making good progress in all areas of learning. They are working comfortably within the range of development typical for their age. The childminder effectively supports children to develop the skills they need for the next steps in their learning and prepares them well for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY480399
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	984191
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Burton on Trent, Staffordshire. She operates all year round from 7.30am to 5.30pm on Monday, Wednesday, Thursday and Friday, and from 7.30am to 4.30pm on Tuesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

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