

Childminder Report

Inspection date

25 February 2016

Previous inspection date

11 January 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 effective. The childminder identifies and narrows any gaps in children's development and learning. She provides a varied range of activities and resources based on children's interests and learning needs.
- Children are very enthusiastic in their play and show an eagerness to learn. The childminder joins in with their play. She sensitively guides and encourages them while they play. Children are well motivated and make good progress in their learning.
- The childminder has a kind and caring nature. Children have trusting relationships with the childminder. They demonstrate they are happy and well settled in the childminder's comfortable home.
- The childminder is an excellent role model and praises children often. Children are kind, polite and show consideration for others. They are cooperative and share well in their activities. Children behave extremely well.
- The childminder provides children with opportunities that help develop their social skills and gain confidence with other groups of children. She takes them on a wide range of outings and helps them learn about the wider community.
- The childminder is motivated and committed to her professional development. She undertakes training and has effective systems in place for reflecting on her practice.

It is not yet outstanding because:

- Parents are not consistently encouraged to contribute to their children's ongoing learning and development. The childminder has not developed ways for parents to share what they know their children can do at home.
- The childminder does not make the best use of opportunities to extend older children's mathematical skills during their play.

What the setting needs to do to improve further

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

- strengthen the positive partnerships with parents and develop systems that help parents share information about children's interests and learning at home
- provide more opportunities that help children increase their mathematical skills and extend their knowledge of number, space, shape and measurement.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder, her documentation, policies and procedures.
- The inspector observed the interaction between the childminder and children throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and the planning documentation.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. The childminder has a thorough understanding of her role to protect children from harm. She knows the procedures to follow should she have any concerns about a child in her care. The childminder critically reflects on her provision and practice. She has addressed the recommendations from the previous inspection. The childminder is highly motivated to provide good quality childcare. She is aware of the importance of training and ensures her knowledge is up to date. Partnerships with other early years providers are good. The childminder talks to staff at the school. She provides activities that help children to be well prepared for their move to school.

Quality of teaching, learning and assessment is good

The childminder is passionate about her role. She is well qualified and uses her experience and knowledge effectively. She understands children's development and skilfully guides their learning. She observes children while they play. She uses the information she gathers and provides enjoyable and challenging activities. One example of this is when children act out a popular story about going on a bear hunt. Children stomp around the room and scream with delight as they find the bear. The childminder teaches language skills effectively. She talks to children constantly and introduces new words that help increase their vocabulary. She uses questions well. She encourages children to think. Children are excited and enthusiastic early learners. They have a positive attitude to learning and are willing to have a go with new activities. The childminder provides many opportunities for children to develop their fine muscular skills. One example of this is when younger children press buttons on the remote control car and watch it move.

Personal development, behaviour and welfare are good

The childminder knows children and their individual routines very well. She easily identifies younger children's needs and ensures they are met effectively. She provides interesting and well-resourced play areas. Children move around the home at ease demonstrating their confidence. They choose their own toys to play with and clearly show they feel comfortable in the childminder's care. The childminder ensures children have healthy and well-balanced meals and snacks. They learn good hygiene routines. Children develop increasing independence in practical skills and caring for themselves with support from the childminder. Children learn how to manage their own safety and take risks. The childminder reminds children to use the equipment at the park carefully and to walk sensibly when on the footpath.

Outcomes for children are good

Children are progressing well in their learning given their starting points, including funded children. They are acquiring key skills and are well prepared in readiness for school. Children develop effective literacy skills. They listen to well-read stories and are beginning to write their names. Children's physical development is good. Children climb, balance and move using control of their bodies. Children develop some mathematical skills.

Setting details

Unique reference number	209825
Local authority	Staffordshire
Inspection number	865643
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	8
Name of provider	
Date of previous inspection	11 January 2010
Telephone number	

The childminder was registered in 1993. The childminding provision operates Monday to Friday from 7am until 6pm, all year round except for Christmas, bank holidays and family holidays. The childminder holds an early years qualification at level 3. She offers funding for free early education for two- and three-year-old children.

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