

Childminder Report

Inspection date

9 March 2016

Previous inspection date

16 February 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 develops positive relationships with parents. She make sure there is good two-way exchange of information on an ongoing basis. This and helping parents to support their child's learning at home, mean that children's needs are well met.
- The childminder regularly evaluates the service she provides. She makes sure that the parents and their children are fully included in this process. This helps her to reflect on her practice and to identify areas for improvement to consistently maintain the good quality of her provision.
- The childminder identifies children's previous learning and starting points upon entry so that any possible gaps in their learning are quickly closed. She regularly observes children during planned and spontaneous play opportunities. This and the childminder's monitoring of the educational programmes, make sure that all children are making good progress.
- Children demonstrate close emotional attachments with the childminder. The childminder shows real warmth for the children in her care as she cuddles them, responds to their requests and joins in their play. She fosters children's self-esteem and helps them to settle into the provision quickly.

It is not yet outstanding because:

- The childminder has not fully secured positive, two-way relationships with other providers and schools the children attend. She cannot make sure that relevant information about children's care, learning and development is shared.
- The childminder does not provide enough opportunities for children to build a good awareness of how they differ from or are similar to other people.

What the setting needs to do to improve further

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

- enhance the two-way sharing of information with other providers and schools the children attend so that there is the highest level of consistency and continuity in children's care and learning
- increase ways to help children develop a positive view of racial and cultural diversity that reflects the local community and multicultural society.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector completed a joint review of an activity with the childminder.
- The inspector held a meeting with the childminder. She checked evidence of the suitability and training of the childminder and the childminder's self-evaluation and improvement plan.
- The inspector took account of parents' written views about the service provided.
- The inspector talked with children and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her child protection training up to date over time so that she is clear about what to do and who to contact should there be a concern about any child in her care. The childminder consistently assesses all possible risks to children both throughout the house and in the garden. She also checks any possible risks to children prior to taking them on outings. This helps to keep children safe and well. The childminder reads an array of literature about how children learn through play. This helps her to be confident and secure in her practice and to continually develop her good skills in supporting children's care and learning over time.

Quality of teaching, learning and assessment is good

The childminder provides lots of opportunities for children to explore and investigate their interesting and engaging environment. Children play hide and seek with dinosaurs in the coloured rice during imaginary play activities. The childminder uses demonstration as she plays alongside the children. She also uses such times to encourage children's counting, recognition of colours and shapes and to promote children's language development. Children are engrossed in their play for extended periods of time. The childminder identifies children's current and ever-changing interests through discussions with the parents and observation and discussions with the children. She takes children on a range of outings to places of interest. This includes going to the farm where children talk about the pigs, sheep and goats that they see and feed the ducks. This helps children to develop empathy for living things and supports their developing understanding of the world around them. The childminder takes children to the local park and soft-play establishments where they take manageable risks in their play, as they use a range of large and small equipment, under close supervision at all times.

Personal development, behaviour and welfare are good

The childminder praises children appropriately as they share and take turns when engaged in activities with one another. This impacts positively on their growing confidence and good behaviour. The childminder supports children's independence by making sure they can easily access the broad range of resources and activities around them. Children care for their environment. They clear away their toys before moving on to another activity. Children learn about the importance of a healthy lifestyle. They talk about their healthy foods at snack times and spend lots of time in the fresh air.

Outcomes for children are good

Children confidently lead their own learning. They learn to be well mannered as they say please and thank you to one another and the childminder throughout the day. All children are making consistently good progress in their learning. They are well prepared for starting school.

Setting details

Unique reference number	224485
Local authority	Stoke on Trent
Inspection number	866169
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	16 February 2011
Telephone number	

The childminder was registered in 1987 and lives in Stoke-on-Trent. She operates from 7.15am until 6pm, Monday to Friday, all year round except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 2.

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