

Childminder Report

Inspection date

22 March 2016

Previous inspection date

2 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 has made significant improvements. Her home and garden are secure. There is a wealth of toys; these are stored safely. Children now take part in daily outdoor activities. The childminder's teaching is good and children progress well. She is more effectively monitoring children's progress and planning for their individual learning needs.
- The childminder's successful relationships with parents ensure she is well informed about children's interests, abilities and backgrounds and plans effectively for these. Parents appreciate the childminder's regular feedback about their children's routines, activities and achievements and opportunities to talk to her about plans for their children's future learning.
- The childminder effectively encourages and supports children. They often want to try new experiences as she promotes their choices and praises their efforts. The childminder interacts well with children and offers them interesting resources to stimulate their imagination, exploration and expressive language.
- Children are happy and settled. The kind and attentive childminder reassures children, ensuring they know what is happening during calmly managed routines and enjoyable activities. She skilfully helps children to grow in confidence and to form positive relationships with her and other children.

It is not yet outstanding because:

- Occasionally, the childminder does not focus her teaching precisely enough on children's next steps for learning, particularly regarding their skills in listening and attention and early mathematics.
- The childminder does not always successfully sustain younger children's engagement in activities involving other children of different ages and abilities.

What the setting needs to do to improve further

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

- focus teaching more precisely on children's next steps for learning, particularly regarding their skills in listening, attention and recognising and using numbers, colours and shapes, in order to raise their levels of attainment
- explore additional ways to promote younger children's sustained interest and involvement when they are learning with older and more-able children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's training and suitability and discussed her plans for improvement.
- The inspector took account of parents' views expressed in their written feedback to the childminder.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The childminder has effective systems to help her to sustain improvements and to promote her continued professional development. She attends training, carries out research and welcomes and acts on the advice of early years advisers and other childminders. The childminder knows how well she promotes children's learning as a result of her evaluations of activities and tracking of children's progress. She has clear agreements with parents and maintains accurate records relating to children's health, safety and learning. Arrangements for safeguarding are effective. The childminder completes safeguarding training and follows comprehensive safeguarding procedures. She understands signs of abuse, neglect and other risks to children. The childminder knows what action to take if she has concerns about a child.

Quality of teaching, learning and assessment is good

The childminder accurately identifies children's starting points, taking account of parents' views. She regularly reviews children's progress and how well they are working towards appropriate next steps in learning that she and parents identify. The childminder's planning and teaching are now usually effectively focused on children's learning needs and interests. The childminder organises varied, fun and often challenging activities at her home and elsewhere. She follows up ideas from courses to extend children's mark making in different media and develops other aspects of children's literacy skills through fun songs, rhymes and stories. The childminder offers children different materials and new equipment to encourage their exploration of texture, light, shape and colour. Children imaginatively describe and act out scenarios when they play with small-world toys.

Personal development, behaviour and welfare are good

Children are well behaved. They increasingly socialise and cooperate with other children. The childminder consistently promotes children's sharing and turn taking. She involves children in local activities where they enjoy mixing and learning with other children. Through fun activities the childminder fosters children's awareness of, and respect for, the lives and celebrations of others. Children are well cared for. They become increasingly independent in seeing to their good hygiene and self-care. Children make healthy choices about what to eat. The childminder effectively supervises children. She teaches them to behave safely and sensibly as they use different toys, utensils and equipment.

Outcomes for children are good

Children make good progress in relation to their starting points. They are effectively prepared for the next stage in their learning, including starting school. Children are usually keen to join in and often eagerly talk about what they are doing, making and discovering. They are curious and imaginative, enjoying exploring different textures and materials, investigating how things fit together and acting out roles. Children become physically confident and competent as they use different apparatus to build on their coordination and control.

Setting details

Unique reference number	223368
Local authority	Herefordshire
Inspection number	1030280
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	2 October 2015
Telephone number	

The childminder was registered in 2000 and lives in Ross-on-Wye in Herefordshire. She operates all year round from 6.45am to 6.30pm, Monday to Friday, except for family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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