

Childminder Report

Inspection date

8 April 2016

Previous inspection date

1 November 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 evaluates her practice effectively and sets realistic targets for improving her provision. She seeks feedback on her practice, including obtaining the views of parents and children to assist her own evaluation.
- Children are prepared well for school as the childminder uses effective teaching methods to equip them with the skills they need for future learning. Children's literacy and mathematical development are promoted particularly well. Children confidently recognise letters and identify quantities.
- Children develop good communication and language skills and are confident in expressing their needs and ideas.
- The childminder takes children on exciting outings that help them to understand more about the world. She prompts children to make links between what they learn during outings and the activities she plans at home.
- Children's behaviour is very good. The childminder provides consistent rules and boundaries, which helps children to understand what behaviour is acceptable.
- The childminder's home is welcoming. Children become confident in the familiar surroundings. They demonstrate that they feel secure and happy.

It is not yet outstanding because:

- The childminder does not always encourage parents to share information about their child's learning and development at home. This means that the childminder does not have all relevant information to help her assess children's progress and plan as precisely as possible so they can achieve at the highest levels.

What the setting needs to do to improve further

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

- create further opportunities for parents to share what they know about their children's learning and achievements so that children's learning experiences are even better matched to their needs, interests and abilities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at a range of documentation, including policies, assessments of children's progress and the safeguarding procedures.
- The inspector took account of the written views of parents.

Inspector

Jill Anderton

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder carries out regular risk assessments of her home and on outings, to ensure any potential hazards are minimised. The childminder has attended child protection and safeguarding training and has an up-to-date knowledge of current legislation. The childminder successfully monitors her educational programmes to ensure that children continue to make good progress. The childminder networks well with other childminders and childcare settings. She seeks out and acts on advice and training to continually improve her teaching methods and the learning opportunities for children.

Quality of teaching, learning and assessment is good

The childminder is enthusiastic in her teaching and understands how children learn. She plays alongside children as she demonstrates how to do things. This encourages children to persevere and have a go. She counts the pieces of jigsaw puzzles with children and encourages them to match their piece to the desired picture. This helps children to learn to link numbers with quantity and to know how to complete puzzles and solve problems. There are good opportunities for children to extend their language development. Children talk about the shape of everyday objects and confidently practise pronouncing new words, such as right angle or triangle. The childminder regularly observes children and assesses their progress. She uses this information to plan interesting activities to promote their next steps in learning.

Personal development, behaviour and welfare are good

The childminder's interaction with children is warm and caring. This helps them to feel relaxed in the childminder's home. Children's good health and diet is promoted as the childminder ensures food provided for them is healthy and nutritious. Children enjoy daily exercise. They have plenty of active play opportunities and walk to and from the local school. The childminder promotes children's independence skills well. Children are praised for trying hard and this encourages them to become motivated learners. Children have time to talk and be listened to. They learn how to be respectful and kind to others. The learning and play environment is well equipped and inviting. Children choose from a wide range of toys to play with both inside and in the garden.

Outcomes for children are good

Children make good progress from their starting points because of the childminder's good quality teaching. Children have fun and enjoy learning. Children attend to their own needs and learn how to care for the wider environment outdoors. They understand the importance of water and soil when growing plants outside.

Setting details

Unique reference number	210157
Local authority	Staffordshire
Inspection number	864172
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	4
Name of provider	
Date of previous inspection	1 November 2011
Telephone number	

The childminder was registered in 1993 and lives in Newcastle, Staffordshire. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except bank holidays and family holidays.

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