

Childminder Report

Inspection date	25 April 2016
Previous inspection date	27 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 demonstrates a secure understanding of how children learn. She is skilled in promoting children's learning as she plays and talks with them. This helps children to develop their understanding, speaking and listening skills.
- The childminder organises space and resources well. Children develop independence in their learning, as they choose freely from a wide range of toys and activities. This helps children to develop their skills in purposeful and developmentally appropriate play.
- Children experience happy and settled relationships with the childminder. They go to her for cuddles and reassurance at times throughout the day. This helps them to feel safe and secure, which gives them the confidence to investigate and explore.
- Partnerships with parents are strong. Parents contribute to the childminder's initial assessments of children's development and learning. The childminder discusses daily with parents about their children's learning. This promotes continuity in children's care, learning and development.

It is not yet outstanding because:

- The childminder does not consistently incorporate the next steps she identifies for children's learning into the experiences and activities that she provides.
- The childminder's arrangements for reviewing her own practice and professional development do not focus enough on raising the standard of teaching to the highest possible levels.

What the setting needs to do to improve further

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

- make better use of the next steps identified for individual children's learning and development, in order to increase the potential for children to make rapid progress
- focus self-evaluation and professional development more sharply on raising the standard of teaching and outcomes for children to the highest possible levels.

Inspection activities

- The inspector discussed children's learning with the childminder following an activity.
- The inspector observed activities, speaking to children at appropriate times while they played.
- The inspector spoke to the childminder about the daily routines and children's individual learning and development.
- The inspector looked at policies, children's development records and a range of other documentation.
- The inspector checked evidence of the suitability of the childminder and all members of the household.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The childminder's policies and procedures underpin her work with children and help her to manage her provision well. There are good procedures in place to identify and monitor children's safety. The childminder takes effective steps to reduce potential dangers to children. The arrangements for safeguarding are effective. The childminder has a good awareness of how to keep children safe. She is familiar with the Local Safeguarding Children Board procedures, and knows what she would do if she has any concerns for children's welfare. The childminder actively seeks support and guidance from other local childcare professionals to make some improvements to her practice. The childminder understands her role in working together with other settings children attend. She builds sound relationships to promote continuity for children's learning.

Quality of teaching, learning and assessment is good

The experienced childminder has a secure knowledge and understanding of how children learn. The childminder uses observations well, to identify the achievements children make in their learning and development. She provides a range of resources and activities to engage and motivate children to learn purposefully through play. Toddlers learn how to distinguish between colours, and as they build towers with blocks, the childminder talks to them about what they are doing. This helps them to make sense of their actions. The childminder is skilled in adapting activities to respond to children's interests as they play. She demonstrates and models counting words, in order to engage toddlers in new explorations. The childminder uses good descriptive language to demonstrate how they can make pretend toast pop up from a toaster. With much delight and enjoyment, toddlers keep on trying and begin to work out ways for doing things by themselves.

Personal development, behaviour and welfare are good

The childminder considers children's individual interests and needs, and ensures that they have easy access to a broad range of resources. The childminder is a good role model. Children know and respond positively to the daily routine and their behaviour is good. Children learn to tidy up before moving on to the next activity. This helps to keep children safe and they develop an understanding of the childminder's rules and how to follow them. The childminder works well with parents to ensure that children are provided with nutritious and healthy snacks and meals. Children develop self-care skills. The childminder talks to children about what she is doing as she changes their nappy. Children learn to follow good handwashing routines. The childminder takes children to some group activities to meet other children, where they have opportunities to be physical and to learn to share and take turns.

Outcomes for children are good

The childminder has a good overview of individual children's needs. Children are being well supported and make good progress from their starting points. Children are motivated learners, who confidently explore. The childminder skilfully uses a range of teaching skills as she talks with and plays alongside them. This helps children to develop the skills and knowledge needed in preparation for the next stage in their learning, including school.

Setting details

Unique reference number	209682
Local authority	Staffordshire
Inspection number	1042003
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	27 July 2012
Telephone number	

The childminder was registered in 1998 and lives in Newcastle-under-Lyme, Staffordshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday and 7.30am to 1pm on Friday, except for bank holidays and family holidays.

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