

Childminder Report

Inspection date

26 April 2016

Previous inspection date

6 October 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 provides a welcoming play and learning environment in her home. Children show that they feel happy and secure in her care and they readily ask her to read and play with them.
- The childminder is well qualified. She seeks out further advice, support and training. She makes sure that she understands and implements changes in requirements.
- The childminder demonstrates commitment to continuous improvement. She seeks the views of parents when she evaluates her provision. She makes practical changes that help her to promote children's progress even more effectively.
- Partnerships with parents are strong. Parents comment that the childminder shares a happy home with their children. They describe the childminder as firm but fair and feel that children thrive in her care.
- The childminder is a calm and polite role model. Children learn to be courteous and caring.
- The childminder makes observations of children's learning. She accurately summarises children's achievements and shares the summaries with parents and other professionals.

It is not yet outstanding because:

- Occasionally, information from observations is not used to identify precisely enough what children need to learn next. As a result, individual children's learning is not always meticulously planned for.

What the setting needs to do to improve further

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

- use the observations made of children's learning to precisely plan challenging activities that promote children's really rapid progress.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. The inspector assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as the records of children's progress and evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The experienced childminder works hard to promote children's well-being and progress. She attends training and implements what she learns. For example, she attended a short course about promoting children's early literacy. This inspired her to look more closely at the information and storybooks in her provision. The childminder selected a wider variety of books to excite and interest children. She improved her understanding of how to use books in her teaching. As a result, children show that they find reading and listening to stories pleasurable and informative. The childminder shares information about children's progress and interests when they move to other settings, including school. This helps to ensure continuity for children's learning. Arrangements for safeguarding are effective. The childminder attends child protection training. She knows what to do if she is concerned that a child may be at risk of abuse or neglect.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder understands how children learn and plans interesting things to do. She successfully incorporates children's learning into games and activities. For example, she works with children to build shelters, using interlocking bricks, for small-world zoo animals. They think about and discuss whether the walls are high enough for the animals to stand inside the shelter. Children count how many bricks high the walls are, and consider how many more bricks they need to make it high enough. The childminder promotes children's communication and language development. She teaches children to think and talk about past and future events.

Personal development, behaviour and welfare are good

Relationships in the childminder's provision are good. The childminder establishes rules and routines that keep children safe. For example, when the floor becomes cluttered children help the childminder to tidy up so that they do not trip and fall. The childminder encourages children to share toys, and to be kind to each other. When children give out the food at lunchtime the childminder teaches them to say thank you and to reply saying, you are welcome. The childminder teaches children to be independent. Children learn to use cutlery skilfully at mealtimes. They learn to go to the toilet by themselves. The childminder praises children's achievements and effort and so children try hard and succeed in their learning. Resources in the provision are well chosen and well maintained.

Outcomes for children are good

Children know that books are interesting and informative. They count with increasing accuracy and know some of the purposes of counting in everyday routines. Children know how to compare and identify size and shape. They begin to understand how to measure things. Children can recall and join in with conversations about things that they have done and seen. They begin to understand the passage of time. Children wash their hands and feed themselves at mealtimes. Children are polite and courteous to the childminder and each other. They follow simple routines that keep them safe. All children make good progress in their learning. They acquire the skills, knowledge and interest in learning that prepare them well to start school.

Setting details

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|------------------------------------|---|
| Unique reference number | 209831 |
| Local authority | Staffordshire |
| Inspection number | 854468 |
| 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 | 6 October 2011 |
| Telephone number | |

The childminder was registered in 1996 and lives in Cheddleton. Her provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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