

# Childminder Report

**Inspection date**

8 June 2016

Previous inspection date

29 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are happy and settled in the childminder's home. They form strong attachments to the childminder, who is affectionate and kind. Children show that they feel safe and secure in her care. The childminder has a very calm and caring approach.
- Children are making good progress. They benefit from the wide variety of experiences that the childminder provides and enjoy playing with a wide range of good quality toys and materials.
- The childminder is a positive role model and her friendly and positive manner helps to foster children's good behaviour. Children are developing friendships and they play very well together.
- The childminder supports children's communication and language skills well. She models language clearly, introduces new words and reinforces children's emerging language development.

### It is not yet outstanding because:

- Parents do not always have the opportunity to contribute to the assessments that the childminder makes about children's progress. This means some useful information about children's starting points and ongoing development is not exchanged to help promote children's learning to the highest level.
- The childminder does not thoroughly reflect on and evaluate the quality of her teaching. She does not fully identify areas for her own professional development to help ensure that children make the best possible progress.

## What the setting needs to do to improve further

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

- provide more opportunities for parents to be aware of the progress that their children are making and promote a two-way flow of discussion about what children know and can do as soon as they begin attending
- focus more reflectively on the quality of teaching, so that professional development and plans for the future are more closely focused to help children make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector reviewed a joint observation of a planned activity with the childminder.
- The inspector looked at relevant documentation with regards to children's learning, welfare and safety.
- The inspector took account of the views of parents via their comments in children's records.
- The inspector spoke with the childminder and co-childminder during the inspection.
- The inspector viewed documents with regards to the qualifications of the childminder and suitability of those living in the household.

### Inspector

Julia Galloway

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows what action to take if she is concerned about children's welfare and safety. She uses appropriate policies and procedures to help strengthen her knowledge and underpin her practice. The childminder has developed good relationships with parents, which helps her to exchange information about children's care and welfare. The environment is clean, safe and well maintained. The childminder continually reviews safety within her home and she takes action to minimise and remove any potential risks to children. The childminder ensures that she keeps her training up to date. She has a paediatric first-aid certificate and has attended relevant training to build on her knowledge and practice.

### Quality of teaching, learning and assessment is good

Children have a clear attachment to the childminder, which means that they want to play and interact with her. She encourages them to explore toys and resources and uses these opportunities to teach them new skills. Children learn to listen and follow instructions as they role play going to the shops. They collect items that the childminder suggests, to put into their shopping bags. Children are developing good fine-motor skills. They confidently manipulate and handle tools and equipment to cut up pretend food. The childminder has reviewed and developed her methods for observing and assessing the progress that children are making. She has a good understanding of what children know and can do. This information is used to help her to target areas where children's progress is not as rapid.

### Personal development, behaviour and welfare are good

Children's good health is promoted because the childminder minimises the risk of cross-contamination and infection. Meticulous, good hygiene routines are implemented during food preparation and children's personal care routines. Children enjoy daily access to the garden where they can play in the fresh air. Their physical development is promoted as, for example, they join in with music and movement sessions. The childminder understands that children benefit from time to rest, relax and play. The daily routine helps young children to understand what is happening and they quickly settle to sleep in their individual cots. The childminder provides reassurance and kindness at all times, which helps children to feel safe and well cared for.

### Outcomes for children are good

Children are making good progress. Their all-round progress in all aspects of their learning is helping to prepare them in readiness for future learning and the eventual move to school. Children are becoming confident, independent learners as they choose from the interesting range of toys and resources in the playrooms. Their personal, social and emotional skills are developing well. They are learning to play together, take turns and share with each other.

## Setting details

<b>Unique reference number</b>	EY348661
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	950541
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 March 2010
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Little Aston, Walsall. She operates her provision for 47 weeks of the year. The childminder works with a co-childminder from 8am to 5.30pm, Monday to Friday.

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