

# Childminder Report

**Inspection date**

4 July 2016

Previous inspection date

9 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 quality of teaching is good. The childminder interacts extremely well with children as they play. She has a good understanding of when to offer support and when to encourage children to consolidate their learning independently.
- Accurate observations and assessments are completed regularly. The childminder has a clear understanding of children's next steps in learning. Planning ensures that children are provided with fun and challenging activities that build upon their prior learning. All children are making very good progress.
- Children are provided with a warm, caring and nurturing environment which helps them to develop secure attachments to the childminder. Strong relationships support children's emotional well-being and are used effectively to help promote independence.
- The childminder has an excellent understanding of safeguarding. She ensures that children's safety and well-being is paramount. Her robust policies and procedures support her daily practice in keeping children safe and protected from harm.
- Children's language and communication skills are promoted well. The childminder is a good role model for language. She provides a language-rich environment that helps children develop their understanding of the spoken word and how to communicate effectively.

### It is not yet outstanding because:

- Although the childminder keeps up to date with mandatory training she has not placed enough importance on undertaking other professional development to help keep abreast of best practice, build on her knowledge and skills and maintain excellent standards throughout the provision.

## What the setting needs to do to improve further

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

- build on professional development in order to keep up to date with best practice, extend knowledge and skills and increase the potential to consistently achieve excellent outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector discussed practice with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of household members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lynsey Hurst

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder ensures her safeguarding knowledge is updated regularly to reflect changes in legislation. Robust risk assessments cover all aspects of the childminder's provision, including activities outside the home. Thorough tracking and monitoring of children's progress help the childminder to identify gaps in their learning quickly. Accurate planning and high-quality teaching ensure that children are well prepared for the next stage in their learning, including the move to school. Strong partnership working with schools and other providers helps ensure there is consistency in children's learning and development.

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

Children have access to activities and resources that ignite their interest and motivation for learning. For example, the childminder provides baskets filled with a range of interesting objects for children to investigate. Children have time to explore and experiment with different textures and materials they find, developing their curiosity. The childminder supports their learning by introducing lots of new language and mathematical concepts, such as size and shape and words to describe position. The childminder uses effective questioning skills to support young children's language and communication skills. She rephrases questions to help them if they do not immediately know what is being asked. Children engage in a range of learning experiences outside the childminder's home to further develop their social skills. The childminder encourages parents to share what they know about their child's achievements at home. This involves parents in children's learning and helps her to make accurate assessments of each child's individual progress.

### Personal development, behaviour and welfare are good

Children have a very good understanding of how to behave and keep themselves safe. Children are encouraged to manage risks independently and are aware of dangers around the home. For example, children talk confidently about the dangers matches and candles can pose when celebrating birthdays. The childminder provides clear guidance about her expectations. As a result, children are very well behaved. They demonstrate good manners, respect for others and that they value other children's skills. The childminder encourages children to help each other and to seek help from their peers. She helps them to develop relationships and self-awareness. Children are independent and take care of their own needs for themselves, appropriately for their age. The children have a very good understanding about healthy lifestyles. For example, they know about which foods are healthy for them. They confidently discuss how fizzy drinks can harm their teeth.

### Outcomes for children are good

Children are making very good progress in their learning. Children communicate effectively, expressing their thoughts and ideas freely. They are confident and independent learners who manage their individual needs with very little support. Children are sociable and have strong relationships with peers. They are developing the skills they need to support their readiness for school.

## Setting details

<b>Unique reference number</b>	EY338767
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	849254
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 March 2012
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Stafford. She operates her provision all year round from 8am to 6pm, Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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