

# Childminder Report

**Inspection date**

13 July 2016

Previous inspection date

13 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 safe environment for children. She supervises them well at all times. She carries out regular risk assessments to help keep them safe, both indoors and outside of the setting.
- The quality of the childminder's teaching is consistently good. She helps children to learn through fun and interesting experiences. All children make good progress in relation to their individual starting points, including those who speak English as an additional language.
- The childminder is kind, calm and welcoming and children form strong relationships with her and one another. Children respond to the childminder's praise and develop good levels of confidence and self-esteem. They gain a positive awareness of the similarities and differences of others.
- The childminder has undertaken a broad variety of training since her last inspection. She uses what she has learned effectively to help her improve learning outcomes for the children she cares for.

### It is not yet outstanding because:

- The childminder does not always carefully consider the organisation of the space available. At times, this limits children's opportunities to move around freely. For example, during play, children sometimes have to negotiate around large family items stored in the playroom.
- The childminder does not obtain enough information from parents about their children's learning abilities and skills when children first start, in order to help her plan very precisely for their needs right from the outset.

## What the setting needs to do to improve further

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

- consider the organisation of the space available to enable children to move around more freely
- build on information collected from parents on starting at the provision, to include knowledge of their child's learning and development.

### Inspection activities

- The inspector observed activities and reviewed the quality of teaching.
- The inspector viewed all areas of the home used for childminding and the toys and resources available.
- The inspector looked at children's assessment records, the planning and a range of other documentation, including policies and procedures. She also discussed the childminder's self-evaluation.
- The inspector checked evidence of the suitability of all adults in the household as well as evidence of the childminder's qualifications.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Karen Laycock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the possible signs and symptoms of abuse. She is confident of the reporting procedures she must follow in the event of any concerns she may have about a child in her care. The childminder has successfully met the actions and recommendations raised at the last inspection. She has improved the way she observes children's achievements and how she identifies their next steps in learning. She is now more focused on effectively matching activities to children's learning needs. She frequently monitors children's learning to ensure that all children make good progress from their starting points. These regular checks help the childminder to identify any gaps in children's learning. The childminder has developed strong relationships with parents. Parents are very happy with the service provided. They comment that children, 'Have come on in leaps and bounds'.

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

The childminder observes children as they play and makes accurate assessments of what they know and can do. She uses children's individual interests to motivate and inspire them. She plans fun and challenging activities that link to children's next stage of learning, helping them to remain focused for long periods. The childminder engages children in conversations and encourages them to think and make predictions. Children are praised for their responses. This helps to develop their confidence and promotes a 'have a go' attitude to learning. Children have access to a broad range of resources that promotes their skills and development in all areas of learning. For example, they have fun developing their physical and mathematical skills as they learn to thread cotton reels onto laces.

### Personal development, behaviour and welfare are good

The childminder is enthusiastic and fun. Children clearly enjoy spending time in her company. They are confident and settled in the calm and relaxed environment. This shows they are happy and emotionally well supported. Children make good friendships with one another. They share, take turns and are kind to each other. The childminder helps to promote children's good health. Children benefit from regular fresh air and exercise. They are provided with healthy foods at snack and mealtimes. Children of all ages are learning how to attend to their own care needs. Children behave well. The childminder uses a good range of strategies to help children understand expectations and manage their feelings. For example, she models expected behaviour and provides gentle reminders.

### Outcomes for children are good

Children are motivated and keen learners who are developing their speaking and listening skills well. They are keen to initiate their own play and develop a persevering attitude towards learning as they gain confidence in their own abilities. Children's early mathematical skills are developing and they are learning to count, compare and estimate. Children show that they are confident and are developing growing independence. They have a positive attitude to learning which prepares them well for future learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	EY473842
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1044064
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 August 2014
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Tamworth. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides support for children who speak English as an additional language.

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