

Childminder Report

Inspection date

19 July 2016

Previous inspection date

26 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Teaching is good. The childminder promotes children's language development well during their learning activities and everyday tasks. The childminder uses language appropriate to children's age and stage of development. Consequently, children make good progress in their communication development, which helps them in their learning, play and social interaction.
- The childminder provides a supportive environment in which activities are led by children and based on their interests. Children explore freely and use their imagination throughout the day.
- The childminder builds effective relationships with children by giving them verbal reassurance, smiles and praise and by playing alongside them as they try out something new. This helps children to form secure emotional attachments and promotes their sense of security and belonging within the setting.
- The childminder builds and maintains positive relationships with parents, the pre-school and school. She evaluates the effectiveness of her setting and is committed to making improvements to the service she offers. The childminder regularly seeks parents' views. She identifies accurate targets that drive forward ongoing improvement, thereby making sure that outcomes for children are good.

It is not yet outstanding because:

- The childminder does not consistently offer children enough challenge to make the next steps in their learning as quickly as possible.
- There are not enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

What the setting needs to do to improve further

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

- give children the challenge they need to consistently make the next steps in their learning as rapidly as possible
- provide children with more opportunities to build on their respect for, and understanding of, racial and cultural diversity in the local community and multicultural Britain.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and jointly reviewed an activity with her.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and training of the childminder and the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of children spoken to on the day and from parents' written views of the service provided.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended child protection training. She has a good understanding of her role in the prevention and early identification of abuse and neglect. The childminder assesses children's learning through observation and interaction. She uses suitable guidance to benchmark children's achievements. Children's next steps in their learning are identified and planned for to promote their good progress. Effective communication with parents makes sure information about children's learning is regularly shared, in order to support their home learning. The childminder checks that the activities she provides fully support children to develop their skills in all aspects of their learning.

Quality of teaching, learning and assessment is good

Children's learning is promoted through effective teaching. The childminder participates in high levels of engagement with each child, ensuring their learning is valued and supported. Children enjoy digging in the garden. The childminder enhances this activity further. She asks the children to close their eyes and count while she buries some pretend treasure in various places in the garden. Together, they make a simple map of the garden, placing a mark where the treasure is hidden. Children are enthusiastic and excited as they try to find the treasure. During such activities, the childminder models and involves children in how to find a solution to solve a problem. She talks about the strategies they can use to find the treasure by using the map, encouraging children to think critically. The childminder develops children's communication skills by introducing new vocabulary and using questions that encourage them to think. Children explore their own ideas and select and use toys and resources independently, moving freely between the inside and outside environments. They laugh and squeal as they squeeze the spray bottle and squirt water around the garden and at the childminder. This is one of the ways that children learn to develop the physical skills of dexterity and coordination needed for early writing.

Personal development, behaviour and welfare are good

The childminder is a good role model. She is considerate and responsive in her interactions with the children. She also has high expectations for children's good behaviour and consistently reinforces this. Children develop a good understanding about the importance of being polite to others and having good manners. The childminder promotes children's good awareness of road safety on their regular walks to and from school. She regularly takes the children to the local playground to use the climbing apparatus. This gives them opportunities to learn to take manageable risks and experience physical challenge in their play.

Outcomes for children are good

All children make good progress. The childminder provides a supportive environment in which the childminder and children are partners in learning throughout the day. Children enjoy good relationships and are successful learners and confident individuals. The childminder prepares children well for the next stage in their learning, such as pre-school or school.

Setting details

Unique reference number	EY304478
Local authority	Staffordshire
Inspection number	1050917
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	26 March 2015
Telephone number	

The childminder was registered in 2005 and lives in Stafford. She operates her provision all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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