

Childminder Report

Inspection date

22 July 2016

Previous inspection date

21 April 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

- The childminder has addressed all weaknesses identified at her last inspection. She makes use of a wealth of documents, policies and procedures to help ensure all legal requirements are met. Children's safety, well-being and learning are well promoted.
- The childminder is caring, loving and affectionate. She is sensitive to children's needs and ensures they are met. Children form close bonds to her. They seek her reassurance and engage her in their play. Children are happy, settled and content in her care.
- The childminder is a good teacher. She frequently observes and assesses children's development. She provides a range of activities and experiences that meets children's individual learning needs and supports their progress.
- The childminder has a good overview of children's development. She ensures that all children benefit from the help they need. All children, including those who speak English as an additional language make good progress in their learning.
- Partnerships with parents are good. The childminder shares information about children's care and learning with parents in a variety of ways. This helps to promote good continuity for children between the setting and home.

It is not yet outstanding because:

- Young children do not yet progress at the highest level. The childminder does not provide enough consistent opportunities for them to combine and use resources in a variety of ways. For example, occasionally she is slightly too focused on how she wants resources to be used and the end product of an activity.
- The childminder does not reflect carefully on the quality of teaching. Therefore, her professional development is not yet sharply focused on teaching practice in order to raise the standard as far as possible.

What the setting needs to do to improve further

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

- provide more consistent opportunities for young children to combine and use resources in a variety of different ways to promote their progress at the highest level
- reflect more carefully on the quality of teaching and use the information to enhance professional development in order to raise the standard of teaching as far as possible.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at the documents available, including children's learning records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector discussed with the childminder her methods for self-evaluation.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the childminder has worked hard to improve her practice overall. She continually evaluates the setting and aspires to improve even further. The childminder is experienced. She conducts research and liaises with some professionals to help keep her knowledge up to date. This has a positive impact on the quality of care and education children receive. The arrangements for safeguarding are effective. The childminder's home is very well laid out. The environment is risk assessed and the childminder completes daily safety checks. She has a good understanding of child protection issues. She knows how to act appropriately should she have any concerns about a child's welfare. This helps to protect children from different types of harm.

Quality of teaching, learning and assessment is good

The childminder understands how young children learn. She knows what children are capable of and has high expectations. She plans suitably challenging activities, using a mix of child-led and adult-led play, that promote the next steps in their learning. Children delight in looking at live insects. The childminder supports children to use non-fiction books and picture cards to identify them and talk about where they live. This helps to enhance children's understanding of the natural world. The childminder provides children with craft activities. She encourages children to choose some materials to make a beetle out of card. The childminder demonstrates what to do and helps them to use a range of tools, such as glue and felt-tip pens. This helps to build on children's creative development and physical skills.

Personal development, behaviour and welfare are good

Children's physical well-being is promoted. Children learn about being healthy and staying well. For example, children learn about the importance of good hygiene routines. They are beginning to manage their self-care needs, such as washing their hands after handling animals or craft activities. Children's emotional well-being is also promoted. The childminder teaches children good manners, respectful behaviours and how to play well together. Children behave very well and are keen to help the childminder with small tasks. The childminder teaches children about the wider world. She finds out about children's languages, cultures and religions. She encourages children to look closely at their similarities and differences. Children are valued and celebrated in the setting. They display high levels of self-confidence and self-esteem.

Outcomes for children are good

All children make good progress and acquire all of the skills they need for the next stage of their learning and the eventual move on to school. Children enjoy attending. They are becoming independent. Children express their likes and dislikes, and make choices about what they want to do. Children's communication and language skills are developing well. Children are able to listen and follow instructions. They begin to speak clearly using many words and phrases. Children make good progress in their literacy and mathematical skills. They enjoy singing, identifying letters and making marks. Children also enjoy counting and identifying simple shapes. They are swiftly becoming successful learners.

Setting details

Unique reference number	EY216500
Local authority	Herefordshire
Inspection number	1050940
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	7
Name of registered person	
Date of previous inspection	21 April 2015
Telephone number	

The childminder was registered in 2005 and lives in Hereford. She operates all year round, except for bank holidays and family holidays. She provides care on Monday to Friday from 7.30am till 3pm. She also provides additional hours on Tuesday and Wednesday until 6pm if requested. The childminder supports children who speak English as an additional language.

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