

Childminder Report

Inspection date

3 October 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 is very well organised. She has a very professional attitude to her childminding, is well qualified and accesses professional advice to continually develop her practice. She reflects on her service and regularly makes changes and improvements.
- Parents are delighted with the service the childminder provides and feel she goes above and beyond in caring for their children. They praise the range of activities available and the support the childminder gives to enhance their children's development.
- The childminder makes careful observations of children's abilities, interests and learning styles. She uses this knowledge to expand children's horizons and introduce many varied learning opportunities.
- The childminder actively teaches children through play. She makes learning fun and interactive. She has high expectations of what children can achieve and as a result, they are making good progress, especially in the prime areas of learning.
- The children have warm relationships with the childminder and her assistant. Children with health needs are well cared for. This maximises their ability to join in with activities and helps them to remain healthy. Children behave well and are kind and caring towards their friends.
- The environments, both indoors and outside, are bright and inviting. Children can access a wide range of equipment and activities which meets their learning needs. They are well motivated and happy learners.

It is not yet outstanding because:

- The childminder has not yet explored more-targeted professional development to support the assistant in improving knowledge of child development and teaching strategies.

What the setting needs to do to improve further

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

- support the assistant in building skills and knowledge through a more-focused programme of professional development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector had discussions with the childminder and her assistant. She looked at relevant documentation, such as the childminder's self-evaluation and a selection of policies and children's records.
- The inspector read all the written testimonials from parents and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The childminder accesses training to develop her knowledge of how to teach children. Recent sessions on working with boys have helped her enhance her provision and develop the very effective use of outside play spaces. The arrangements for safeguarding are effective. The childminder has a clear understanding of what would constitute a safeguarding concern and is very confident about what she should do about any concerns she may have. She has appropriate processes in place to ensure any assistants are suitable and that they too know how to protect children from harm. She regularly reviews risk assessments to ensure that children are able to play safely.

Quality of teaching, learning and assessment is good

The childminder provides appropriate, well-planned activities which stretch children's thinking and build on what they already know. She skilfully develops children's learning and reinforces new concepts. Her animated delivery of stories engages children and keeps them enthralled. The childminder provides opportunities for them to hear new descriptive words and to listen to words that rhyme. Activities are organised so children of different ages and with different levels of mobility can access the equipment and enjoy their learning. They experience nature and the passage of time by growing plants. The cultivation of giant sunflowers also provides opportunities to develop mathematical concepts of measurement and relative size. The childminder regularly assesses children's progress. This means she can track children's development and identify areas where she needs to provide additional activities to boost their learning.

Personal development, behaviour and welfare are good

The childminder is skilled at supporting the development of positive behaviour and social skills in children. Their ability to form friendships, play cooperatively and learn to share equipment and adults attention is actively nurtured. This provides children with crucial skills for the next stage in learning. The childminder ensures children develop a good understanding of healthy lifestyles by providing opportunities for regular exercise on numerous trips out. Children also develop an understanding of the importance of a balanced diet to promote good health. They learn how to keep themselves safe when using climbing equipment in the garden or when out at toddler groups.

Outcomes for children are good

Children settle into a new environment with confidence. They are enthusiastic learners, who are very keen to join in with activities. They learn the key skills they need for the move on to primary education. Children are making expected progress in all areas of learning and are working comfortably within the range of development typical for their age. They are developing an interest in books and handle them with curiosity and care. Even young children relish opportunities to learn phonic sounds in short, targeted sessions. They use actions to reinforce their understanding and memory. Children are gaining skills in independence as they select their own activities. Babies are enjoying learning to communicate. They babble and sing happily as they experiment with new words and sounds.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY481879 |
| Local authority | Staffordshire |
| Inspection number | 991758 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 10 |
| Total number of places | 12 |
| Number of children on roll | 6 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder was registered in 2014 and lives in Newcastle-under-Lyme, Staffordshire. She works with an assistant. She operates all year round from 7am to 6pm, Monday to Friday, except for Christmas bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is eligible to provide funded early education for two-, three- and four-year-old children, but currently does not care for any children who receive this entitlement.

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