

# Childminder Report

<b>Inspection date</b>	17 October 2016
Previous inspection date	30 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 well-qualified childminder has a good knowledge of child development and how children learn and uses this knowledge well in her practice. Children are consistently engaged because the childminder provides experiences matched to their individual interests and abilities.
- Children develop warm relationships with the childminder and they clearly enjoy the time they spend with her. This helps children to feel safe and secure, this gives them the confidence to investigate and explore.
- Children's language and communication development are particularly strong. The childminder interacts well with children, for example, speaking clearly, introducing new vocabulary and giving them time to think and respond.
- The childminder monitors and assesses children's progress effectively. She identifies where children's starting points are and enables them to make the best possible progress. As a result, children make good progress.
- The childminder skilfully promotes children's awareness of mathematical ideas as they play. For example, children count and identify colours, shapes and sizes as they explore and investigate a range of imitation bugs and natural objects.

### It is not yet outstanding because:

- Despite good relationships with parents, the childminder does not actively encourage them to work collaboratively to share and support children's ongoing learning as effectively as possible.
- The childminder evaluates her practice and identifies areas for development, but this is not sufficiently focused to help identify suitable professional development to bring about improvement as effectively as possible.

## What the setting needs to do to improve further

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

- make the most of all opportunities to embrace partnership working with parents, encouraging them to share children's achievements and to be actively involved in extending children's learning at home
- improve self-evaluation by ensuring that this is carried out systematically, that there is a clear focus on improving the quality of teaching and that the areas for development identified are addressed through targeted professional development.

### 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 completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of her household members.

### Inspector

Julie Preston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of how to keep children safe. She is familiar with the Local Safeguarding Children Board procedures and what to do if she has any concerns for children's welfare. Overall, partnerships with parents are good. The childminder verbally shares information about children daily and provides regular opportunities for parents to view children's developmental records. Parents comment that she is one in a million and they could not wish for better. Valuable links with local schools ensure that children are supported with transitions and receive good levels of individual support.

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

The childminder has high expectations of children in her care and a secure understanding of how children learn through play. She establishes clear starting points for children's learning, based on information from parents and her own observations. As a result, she plans suitably challenging activities based around individual children's interests and next steps for learning. The childminder helps young children to strengthen their knowledge and understanding of the world. For example, she encourages children to use magnifying glasses to look in detail at a range of autumnal leaves and seeds. The childminder asks appropriate questions and helps children to keep on trying. As children explore further, they begin to work out ways to do things for themselves. Children particularly enjoy selecting books to look at with the childminder and this enhances their love of books from an early age.

### Personal development, behaviour and welfare are good

The childminder creates a friendly, welcoming and fun environment. Children have formed secure attachments and developed positive relationships with the childminder and her family. The childminder is a positive role model and knows children's individual personalities well. Children learn about boundaries and expectations for good behaviour. The childminder praises children so they gain good self-esteem and confidence. She teaches children how to adopt a healthy lifestyle and keep themselves safe. For example, she helps them to make healthy food choices and learn how to stay safe; she provides opportunities for them to be physically active each day. Children are effectively supported to develop personal independence and manage their own care needs, relative to their age.

### Outcomes for children are good

Children are confident, happy and motivated to learn. They explore and lead their own learning with enthusiasm and determination. Children are well supported to make good progress from their starting points. They are working well within the typical range of development for their age. This is because the childminder is skilled in using a range of teaching skills as she talks with them and plays alongside them. This helps them to develop the essential skills that support their learning and prepare them for their next stage in learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY431108
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1065717
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 August 2013
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Wolverhampton, West Midlands. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

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Piccadilly Gate  
Store St  
Manchester  
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