

Childminder Report

Inspection date	16 November 2016
Previous inspection date	26 February 2016

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 made good progress since her last inspection, in order to raise the quality of her practice and achieve good outcomes for all children.
- The childminder devotes her time and attention fully to the children in her care. Children develop close relationships with the childminder. She creates many opportunities for meaningful interactions that help to reinforce children's sense of belonging. This builds their self-confidence and boosts their emotional well-being.
- Children confidently explore the space available to them and make choices about what they want to play with. Toys are organised well and children quickly become involved in planned activities as the childminder explains to them what they will be doing. She helps children to develop their skills as they play.
- The childminder has high expectations of children and is enthusiastic in her approach towards her work. She teaches the knowledge and skills that prepare children for moving successfully on to nursery or school. All children, including those who receive funded early education, are well supported to make good progress from their starting points.

It is not yet outstanding because:

- The childminder does not always focus as precisely as possible on what children need to learn next when she plans activities and experiences.
- The childminder's arrangements for reviewing and evaluating her practice do not focus enough on raising the standard of teaching to the highest possible levels.

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 what is known about individual children to increase the potential for them to make rapid progress
- focus self-evaluation more sharply on raising the standard of teaching to the highest possible level.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed activities, speaking to children at appropriate times while they played.
- The inspector looked at children's developmental records and a range of other documentation, including policies and procedures.
- The inspector looked at evidence of self-evaluation and took into account the written views of parents and those spoken to on the day.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living and working on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The childminder has used actions raised at her last inspection to reflect on her practice. She regularly seeks the opinions of parents to help her make continual improvements to the quality of her provision. She attends training that is relevant to children's individual learning needs and implements what she has learnt to enhance their learning. The arrangements for safeguarding are effective. The childminder understands her responsibilities with regard to child protection. She is alert to the signs that indicate concerns about children's welfare. The childminder has good, professional well-established relationships with other local settings. She understands her role in working together with other professionals to ensure continuity in children's care, learning and development.

Quality of teaching, learning and assessment is good

The childminder has a good overview of individual children's needs. She knows how to use the information she collects from observations of children's learning to track their progress. The childminder ensures that parents are able to actively contribute to initial assessments and involves them in their children's progress. The childminder is skilled in promoting children's understanding, speaking and listening skills as she plays and talks with them. Children make up a story as they play. The childminder skilfully asks questions and provides additional resources to build on children's interests and curiosities. The childminder describes what is happening and models new language as she builds on children's mathematical skills.

Personal development, behaviour and welfare are good

The childminder demonstrates a professional and committed approach to providing children with a safe and nurturing environment. Children clearly enjoy the time they spend with the childminder and her co-childminder. She knows how to promote healthy lifestyles and talks to the children about making healthy food choices. Children have interesting and valuable conversations with her about how to keep themselves safe. They learn about what to do in an emergency as they play imaginatively together and talk about what number they would call to get help. The childminder promotes good manners and children behave well. They know and respond positively to the daily routine as the childminder chats to them about what is going to happen next. Children actively become involved in helping to tidy away toys and setting up for the next activity. This helps them to develop an understanding of how to adapt to changes of routine and prepares them in readiness for school.

Outcomes for children are good

Children are well supported to make good progress from their starting points. Their self-confidence and social skills are developing well. They are learning to concentrate and are motivated to think. Children follow instructions as they build models with bricks. They identify written numerals and learn about quantities and words that describe position, space and measure. Children enjoy joining in with actions and repeated refrains when they sing familiar songs and rhymes. They recognise and write familiar letters and learn to link letters and sounds.

Setting details

Unique reference number	EY480126
Local authority	Staffordshire
Inspection number	1058602
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	26 February 2016
Telephone number	

The childminder was registered in 2014 and lives in Tamworth, Staffordshire. She works with a co-childminder. The provision operates all year round on Monday, Tuesday, Wednesday and Friday from 7.30am until 7pm, and Thursday from 7.30am until 4.30pm, except for bank holidays and family holidays. The childminder offers overnight care and provides funded early education for two-, three- and four-year-old children.

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