

# Childminder Report

**Inspection date**

25 November 2016

Previous inspection date

11 March 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**

- Flexible settling-in arrangements are tailored to meet the needs of individual children. The childminder gathers a wealth of information from parents before their children start. As a result, children settle quickly with the childminder.
- The childminder is well qualified and experienced. She uses her knowledge to provide good quality care and learning for the children.
- Children are provided with a stimulating, well-organised learning environment, both indoors and outdoors. Their experiences are further extended as the childminder takes the children on a variety of outings. This helps to develop their social skills and understanding of the world.
- The childminder is a good role model. Children are taught to share and take turns, and value each other's opinions. They are polite, well mannered and their behaviour is good.
- There are good relationships between the childminder and parents. Ongoing information is shared with parents to help support children's learning at home.

**It is not yet outstanding because:**

- The childminder does not always plan activities to precisely target individual children's next steps in learning.

## What the setting needs to do to improve further

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

- enhance planned activities to further target individual children's next steps in learning and ensure they are highly challenged to maximise their learning and make rapid progress from their starting points.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed one of the planned activities with the childminder.
- The inspector looked at relevant documentation, such as policies and procedures, and evidence of the suitability of all those who live and work on the premises. The inspector also discussed the childminder's self-evaluation.
- The inspector spoke to and obtained written feedback from parents and took account of their views.
- The inspector talked to the childminder, her co-childminder and children at appropriate times throughout the inspection.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a good understanding of what she should do if she has concerns about the welfare of a child in her care. She ensures her policies and procedures are up to date and contain relevant phone numbers for child protection services. The childminder is reflective, hardworking and continuously reviewing her practice. She gathers the views of her co-childminder, parents and children to identify areas for development and implement change. The childminder meets regularly with other childminders to share ideas and attends training to refresh her teaching skills and knowledge. She has formed good partnerships with other settings and schools to ensure children have continuity of care and learning.

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

The childminder carries out regular and precise assessments of children's progress, including the check when children are aged between two and three years. She is knowledgeable about how young children learn. She interacts very well with children and gets fully involved in their chosen play. The childminder plans activities and experiences, which are tailored to their interests, while supporting them to develop their knowledge and understanding. For example, an older child shows an interest in coins. The childminder provides a role play shop, with tills and items to buy and sell. Children base their imaginative play on real-life experiences. The childminder takes the children to the local shops where they are encouraged to ask the shop assistant for specific items and pay for them. Children recall their recent trip as they get out vegetables for an activity to develop their mathematical skills, such as counting and comparing size and weight.

### Personal development, behaviour and welfare are good

The childminder is warm and friendly. She provides a relaxed and stimulating learning environment in which children demonstrate they feel safe, secure and happy. For example, children spontaneously go to the childminder for cuddles and older children share friendly conversations with her. This has a positive impact on children's emotional well-being. Children are confident and sociable. Outside there is a secure, covered area with continuous access from the playroom providing fresh air, exercise and access to further resources. Children are provided with healthy snacks, which they help prepare. For example, children use safety knives to cut up their fruit. They have opportunities to grow their own fruit and vegetables, and learn about nature. Children follow good hygiene routines and talk about washing the germs off their hands.

### Outcomes for children are good

Children make good progress from their starting points. Children learn to recognise their name and other words in the environment. They are becoming increasingly independent in self-care skills, such as putting on their shoes by themselves. Children are able to say numbers in order to 10 and are beginning to use mathematical language in context, such as heavy, full and empty. Children listen carefully to the childminder. Older children follow instructions, speak clearly and with confidence. This helps children to be prepared and ready for school.

## Setting details

<b>Unique reference number</b>	210459
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1063695
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 March 2013
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Tutbury, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

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