

Childminder Report

Inspection date

25 November 2016

Previous inspection date

11 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 well-qualified and experienced childminder understands how children learn and develop. She is able to follow children's lead and engage them for extended lengths of time in activities they have chosen. Her enthusiasm encourages children to become motivated learners.
- The childminder is a good role model. Children are provided with clear, consistent and age-appropriate behavioural expectations. They are encouraged to use good manners and show respect and kindness towards others. Positive praise helps to promote children's self-esteem.
- The childminder provides a stimulating learning environment, indoors and outside. She carries out regular risk assessments to help ensure children are kept safe.
- The childminder has good systems in place to ensure she keeps up to date with current guidance on children's care, learning and development. She attends mandatory training, local childminding network meetings and carries out her own research to improve her skills and knowledge.
- The childminder shares strong relationships with parents. She provides parents with ideas and support to help them promote children's learning and development at home.

It is not yet outstanding because:

- The childminder does not yet provide a wide range of opportunities for children to learn about linking sounds to letters.
- Although the childminder has effective assessment and planning systems, she has yet to embed more sharply focused plans for what individual children need to learn next.

What the setting needs to do to improve further

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

- provide more opportunities for older children to develop their early literacy skills, with activities to develop their ability to link sounds to letters
- focus even more sharply on what individual children need to learn next to target the teaching and learning during activities, and help children learn at a faster rate.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adults living and working in the home.
- The inspector spoke to the childminder, her co-childminder and children throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of child protection and knows what to do if she has any concerns about a child's welfare. She has in place up-to-date policies and procedures to underpin her practice and is alert to wider safeguarding issues. There are effective arrangements for sharing information with other providers to help ensure that the individual needs of children are met. This helps to ensure they receive consistent support to promote their good progress. The childminder has robust self-evaluation in place to review the quality of the provision. She takes into account the views of parents, her co-childminder and children and uses this information to maintain a high standard of care and learning.

Quality of teaching, learning and assessment is good

Information is gathered from parents by the childminder to develop her understanding of each child from the start. The childminder understands that the youngest children enjoy using resources in their own way. She provides a range of easily accessible equipment for them to build on their own ideas. For example, children play with diggers and find some coins to scoop up with the bucket on the vehicle and move them to another area. In another activity children continue their exploration as they fill and empty containers of different sizes with water. The childminder provides spoons and jugs of different sizes. Children are encouraged to use mathematical language as they talk about what they are doing. Their physical development is supported as they pour water from a jug into another container. The childminder regularly observes and assesses children's progress. She tracks their achievements across all areas of learning to help ensure any gaps in learning are identified and addressed. She knows how to access support from other professionals, if required.

Personal development, behaviour and welfare are good

Children settle quickly in this warm and caring environment. The childminder gathers detailed information from parents about children's routines and preferences, such as comforters and foods. This helps to ensure children's individual needs are met. Children learn about healthy lifestyles. They spend much of their time outdoors in the well-resourced outdoor area or on their regular outings, locally and in the wider community. Children help to prepare their own snack by cutting up fruit. They demonstrate an understanding of why good hygiene is important and are helped to develop their self-care skills in readiness for their next stage in learning.

Outcomes for children are good

All children make good progress from their starting points. Children respond well to the childminder's fun approach to learning. They are willing to join in with activities, take turns and share resources from an early age. Children are confident and demonstrate strong communication skills. They are developing some of the key attitudes needed for their move on to school. Children enjoy selecting books to share with the childminder. They take pleasure in talking about the pictures and respond to repeated refrains in books. This helps to develop some of their early literacy skills.

Setting details

Unique reference number	209382
Local authority	Staffordshire
Inspection number	1063690
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	11 March 2013
Telephone number	

The childminder was registered in 1996 and works from her co-childminder's house in Tutbury, Staffordshire. She operates all year round from 7.30am to 6pm on 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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