

Childminder Report

Inspection date

2 December 2016

Previous inspection date

13 November 2012

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 childminder and her assistant make regular and accurate assessments of children's learning. Children's next steps in learning are identified and planned for to promote their good progress. The childminder regularly shares information with parents about how well their child is achieving, helping parents to support children's learning at home.
- The childminder successfully evaluates the effectiveness of her setting. She actively seeks the views of parents, children, other professionals and her assistant. This helps the childminder to identify accurate targets that drive forward ongoing improvement, thereby making sure that outcomes for children are good.
- Children are happy, settled and secure. They have close bonds and attachments with the childminder and her assistant. This promotes children's self-esteem and sense of security and belonging within the setting.
- Children have good opportunities to develop their understanding of the world around them. They learn about growth and decay, through planting seeds and observing their own sunflowers as they bloom and fade. The childminder and her assistant develop children's knowledge of living things as they learn about the lifecycle of stick insects and birds.

It is not yet outstanding because:

- There are not enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.
- The childminder does not always make the best use of a broad range of techniques to support children's communication and language skills effectively.

What the setting needs to do to improve further

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

- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community
- develop the use of techniques that encourage children to talk and express themselves, to enable them to make the best possible progress in their language and communication skills.

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 and the childminder observed the assistant carrying out an activity with the children and evaluated together the impact this had on children's learning.
- The inspector evaluated the childminder's assessment of children's progress and how she plans for children's next steps in learning.
- The inspector checked evidence of the suitability and training of the childminder and her assistant and discussed the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of children spoken to on the day and from parents' written views of the service provided.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have attended child protection training. They have a good understanding of their role in the prevention or early identification of abuse and neglect. The childminder is committed to her own professional development and attends the local authority forum meetings. This helps her to keep her practice up to date and provides her with new ideas to promote good outcomes for all children. The childminder and her assistant work well together. They use effective strategies to monitor each other's performance to make sure that their teaching skills are consistently good. Furthermore, the childminder makes sure that her assistant receives regular individual support meetings, where she can seek advice and discuss her future training requirements.

Quality of teaching, learning and assessment is good

The childminder checks that the activities provided, fully support children to develop their skills across all aspects of their learning. Children's learning is promoted through effective teaching. Children focus intently as they explore the glue and cotton wool they are using to make a snowman. They learn to understand that it is the glue that is making the cotton wool stick to their fingers. These types of activities are used successfully to help children develop the physical skills of dexterity and coordination needed for writing. Each child is praised for their efforts, thereby developing their self-confidence. During such activities, the assistant uses commentary to extend children's understanding as they explore the materials. Children enjoy making random marks with chalk on the ground outside. The assistant enhances this activity further and labels the colours of the chalk sticks. Children who have special educational needs and disabilities make good progress from their starting points. The childminder provides them with plenty of opportunities for one-to-one support during their play. The childminder supports children well so that they develop the skills they need in readiness for nursery or school.

Personal development, behaviour and welfare are good

Children are happy and relaxed because the childminder provides a homely, child-orientated environment. There is a good range of accessible toys and resources to meet the needs of the children. The childminder regularly takes the children to a soft-play establishment and the local playground to use the climbing apparatus. This gives children opportunities to learn to take manageable risks and experience physical challenge in their play. The childminder and her assistant use effective strategies to promote good behaviour. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries.

Outcomes for children are good

All children make good progress from their starting points. They enjoy imaginative play based on their first-hand experiences. They also concentrate and solve problems as they complete jigsaw puzzles. Older children are confident at recognising the initial sounds in words. Children are self-assured and successful learners.

Setting details

Unique reference number	EY371566
Local authority	Staffordshire
Inspection number	1059791
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	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	13 November 2012
Telephone number	

The childminder was registered in 2008 and lives in Newcastle-Under-Lyme, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. They both hold an appropriate qualification at level 3. The childminder offers funded early education for two-, three- and four-year-old children. She supports a number of children who have special educational needs and disabilities.

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