

# Childminder Report

**Inspection date**

5 January 2017

Previous inspection date

13 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 improved her practice since the last inspection. Her teaching is now effective in helping children make good progress in their learning.
- Partnerships with parents are strong. The childminder uses information provided by parents about children's knowledge, skills and interests from home to enhance her own planning of activities.
- The childminder works well with staff from the school nursery to support children who attend both settings. She exchanges information with them about activities and children's next steps in learning.
- Children who are new to the setting are supported to settle very quickly. The childminder soothes them through cuddles and stays near to them to provide reassurance while they play.
- The childminder effectively helps to prepare children for school and the next stage in their learning. Babies are learning to walk without support. Older children are learning how to dress and undress independently.

### It is not yet outstanding because:

- The childminder does not always further enhance children's communication and language development by using the correct pronunciation of words to describe objects.
- During the winter months, the childminder does not consistently provide enough opportunities for children who prefer to play and learn outdoors.

## What the setting needs to do to improve further

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

- help children to hear and say words correctly by using the correct words and pronunciation to describe objects
- increase the range of activities available for children who prefer to play and learn outdoors, especially during the winter months.

### Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning. He evaluated the activities with the childminder.
- The inspector spoke with the childminder throughout the inspection. He looked at relevant documentation, such as evidence of the suitability of all those living on the premises, and also discussed self-evaluation.
- The inspector was shown around the house and garden by the childminder. He discussed the childminder's procedures for assessing risks in the environment.
- The inspector viewed written comments provided by parents and a teacher from the local school.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder regularly completes child protection training. She is fully aware of local safeguarding procedures and new safeguarding legislation. As a result, she is able to identify possible signs of abuse and neglect. The childminder attends regular training sessions hosted by the local authority and seeks advice on how to improve her practice from her local authority adviser and other childminders. This has a positive impact on enhancing her knowledge and skills. As a result of advice, the childminder has developed her ongoing assessment of children's learning to identify their next steps more swiftly. The childminder has also changed her menus following information from a training session on children's oral health. She now limits the amount of dried fruit she provides to children to help reduce their sugar intake.

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

The childminder fosters children's interests, enhances their learning from other settings and helps them reach their milestones through the activities she provides. She teaches older children how to recognise letters from their name. Children use pegs with letters of their name on them and place them over the letters of their name written on a piece of card. This helps them to learn the sequence of the letters in their name. Babies are supported by the childminder to grasp toys and pass them from hand to hand to develop their physical skills. The childminder checks children's rate of progress when they first start attending and at regular intervals. This helps her to identify any children who may not be making the expected progress and who need further support in their learning.

### Personal development, behaviour and welfare are good

The childminder's kind and caring manner supports children to separate from their parents with ease. She exchanges information with parents through the day using an electronic diary system. They agree children's daily routines and sleeping patterns, which helps to promote continuity in children's care. The childminder promotes children's healthy lifestyles effectively. She provides healthy and nutritious snacks and guides parents on what food to provide for children's lunch. The childminder takes children on regular walks to help them get fresh air and exercise. During these walks the childminder teaches children about road safety, such as how to use a pedestrian crossing correctly. Children's behaviour is good. The childminder uses a traffic light system to identify children's positive behaviour and to make them aware if behaviour is inappropriate.

### Outcomes for children are good

All children make good progress in their learning. Children are independent. They help to tidy up by completing small tasks set by the childminder. Children's social skills are promoted well. They benefit from attending playgroups, which helps them to play and interact with larger groups of children. Children have good technology skills. They use a computer tablet to play games and are able to operate it with ease. Before children start school they are able to hold a pencil correctly to form letters.

## Setting details

<b>Unique reference number</b>	209727
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1051166
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 July 2015
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in Knypersley, Staffordshire. She operates all year round from 7am to 5.30pm on Monday, Tuesday, Thursday and Friday, and from 11.45am to 5.30pm on a Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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