

Childminder Report

Inspection date

12 January 2017

Previous inspection date

29 June 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 builds and maintains positive relationships with the school staff and other professionals. Since the last inspection, the childminder has worked closely with the local authority advisor. This has helped her to evaluate the effectiveness of her childminding practice and identify accurate targets that promote good outcomes for children.
- The childminder has a good understanding of how children learn and develop. She uses a wide range of successful teaching strategies that ensures children make good progress. The childminder fully engages with children in their play and supports them to explore, understand and extend their knowledge and skills.
- The childminder provides a supportive environment in which activities are led by children and are based on their interests. Children explore freely and use their imagination throughout the day.
- The childminder builds effective relationships with children by giving them verbal reassurance, smiles, and praise, and by playing alongside them as they try out something new. This helps children to form secure emotional attachments and promotes their sense of security and belonging within the setting.

It is not yet outstanding because:

- The childminder does not always involve parents as much as possible in the assessments of their child's learning when children first start at the setting.
- There are not enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

What the setting needs to do to improve further

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

- gather more information from parents about what their child already knows and can do, in order to involve them more fully in the assessments of the starting points for their child's learning
- provide children with more opportunities to build on their understanding of the similarities and differences between themselves and others in the wider community.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps her training on child protection up to date. She has a good understanding of the possible signs of abuse and neglect and knows what to do and who to contact should she have a concern about a child in her care. The childminder checks all indoor and outdoor areas to identify and minimise any possible risks to children. She assesses children's learning through observation and interaction and uses suitable guidance to benchmark children's achievements. The childminder makes sure that her assistant receives regular individual support meetings where he can seek advice and discuss his future training requirements.

Quality of teaching, learning and assessment is good

The childminder checks that the activities she provides support children to build on their skills across all aspects of their learning. Children experiment with and explore paint with their fingers. They dab the paint on the paper, observing the marks they make. These types of activities are used successfully to help children develop the physical skills of dexterity and coordination, needed for writing. During such activities, the childminder uses commentary to extend children's understanding as they explore the paint. She develops children's communication skills further by introducing new vocabulary. The childminder names the colours as children dip their fingers into the paint, helping them to recognise the different colours. Children play with the sensory basket full of natural and everyday resources. They bang the saucepan lid with the wooden spoon, listening to the noise it makes. These types of experiences encourage a multi-sensory approach to learning, increasing children's engagement, giving them a greater capacity for learning. 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

The childminder ensures that children have nutritious and well-balanced meals and snacks. There is direct access to the garden where children can test their physical skills on the sit-on-trucks, scooters and go-karts. The childminder regularly takes the children to 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 has attended training on how to promote children's good behaviour. She effectively models how to use good manners and praises children's good behaviour. The childminder helps children to follow the rules, such as tidying away resources when they have finished with them.

Outcomes for children are good

All children make good progress from their starting points. They enjoy make-believe play based on their first-hand experiences. They also concentrate and solve problems as they complete jigsaw puzzles and build with the wooden blocks that inspire creativity and develop their physical skills. Children are actively involved and persistent in their learning. They develop the skills necessary to promote their independence and positive self-esteem.

Setting details

Unique reference number	EY339554
Local authority	Stoke on Trent
Inspection number	1058318
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	29 June 2016
Telephone number	

The childminder was registered in 2006. She operates all year round from 5.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She occasionally works with her assistant. The childminder holds an appropriate qualification at level 3.

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