

Childminder Report

Inspection date

13 January 2017

Previous inspection date

23 July 2015

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 has improved her practice since the last inspection. She evaluates her teaching and identifies ways to enhance it further. The childminder has developed her knowledge and skills through advice from her local authority adviser. Overall, the quality of teaching is good.
- The childminder regularly observes children's learning and plans activities to promote all areas of children's development. This helps to prepare children for school or the next stage in their learning.
- The childminder teaches children the importance of eating a range of healthy foods and following good hygiene routines. She encourages them to try new foods at snack time and explains why children need to wash their hands to remove germs.
- The childminder effectively promotes children's understanding of the world and their social skills. She takes children on outings in the local area to help them become familiar with their community. Children attend playgroups with the childminder, helping them to learn how to play alongside other children in large groups.
- Children are creative and imaginative. They enjoy making dens to hide in and pretending to be hairdressers. The childminder sings action songs with the children, teaching them the actions, such as pointing to the window and door.

It is not yet outstanding because:

- The childminder does not offer children enough opportunities to learn in a variety of different ways that truly challenge them.
- The childminder does not always share detailed information with parents about their children's next steps in their learning.

What the setting needs to do to improve further

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

- enhance teaching skills so that children are consistently offered opportunities to learn in highly challenging ways
- strengthen opportunities to share information with parents to help them to support their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. He discussed self-evaluation and looked at relevant documentation, such as evidence of the suitability of all those living in the household.
- The inspector was shown around the house and garden by the childminder.
- The inspector took account of the views of parents through written feedback provided. He spoke with children throughout the inspection.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder researches new safeguarding legislation and completes safeguarding training. This has a positive impact on enhancing her safeguarding knowledge. As a result, she knows the procedures to follow to report the abuse or neglect of children. The childminder identifies ways to improve using the views of others, including parents and other childminders. She has a detailed action plan that she works towards, to help continually improve her teaching over time. For example, the childminder has introduced a system to monitor each child's rate of progress from their starting points. This helps her to check children are making the expected progress for their age and take appropriate action if needed. The childminder works well with other professionals, such as health visitors and local children's centre staff. She exchanges information with health visitors about children's development and gathers ideas from staff at the children's centre. For example, the childminder has used the ideas from staff at the children centre in order to further promote children's open-ended play using a range of sensory materials.

Quality of teaching, learning and assessment is good

Overall, the childminder has a good relationship with parents. She uses information gathered from parents about children's knowledge and skills from home at the start, to help inform her initial assessments. The childminder uses information from her monitoring of children's learning to identify children's next steps and plan activities. She encourages babies to extend their vocabulary by saying a range of words to help them label objects. Babies repeat these words back to the childminder, which she praises them for. The childminder provides a variety of toys to help children develop their physical skills. They grasp toy hammers to hit pegs through holes in a wooden block. Children enjoy using simple technology resources helping them to learn that by pressing a button something happens.

Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder shares her expectations with children, to help them follow rules and respect boundaries. She ensures children use good manners, such as please and thank you when they are served their snack. The childminder prepares children well for school. She takes them to the local school to drop off and collect other children. She uses this time to familiarise children with the school environment, routines and teachers. Children's safety is paramount to the childminder. She strictly supervises older children when they use computer tablets to help keep them safe. The childminder also helps children follow safety rules in the home, such as not playing behind doors.

Outcomes for children are good

All children make good progress. They are becoming independent and carry out small tasks, such as putting toys back in the box at tidy-up time. Children are learning how to manage their own care needs, as they attempt to wipe their own nose. They are making good progress in their literacy development. Children are learning how to recognise familiar letters and make marks with crayons to promote their early writing skills.

Setting details

Unique reference number	224483
Local authority	Stoke on Trent
Inspection number	1051185
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	5
Name of registered person	
Date of previous inspection	23 July 2015
Telephone number	

The childminder was registered in 1993 and lives in Tunstall, Stoke-on-Trent. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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