

Childminder Report

Inspection date

9 March 2017

Previous inspection date

2 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 demonstrates a clear dedication to providing a safe and nurturing environment. Since her last inspection, the childminder has actively sought guidance from local authority advisors and made good improvements to her work with children.
- The childminder successfully engages parents in her practice. They are able to actively contribute to initial assessments and regularly check their children's progress. As a result, children benefit from a shared approach to their care and learning.
- The childminder's home is very well resourced. Children actively explore the rich, varied and stimulating environment. This means children are highly motivated and interested in developing their skills through purposeful and developmentally appropriate play.
- Children develop a strong sense of belonging as they form appropriate relationships with the childminder and each other. This reinforces children's self-confidence and emotional well-being that helps them feel safe and secure.
- The childminder has high expectations of children. She continually creates and builds on opportunities to promote children's learning as she plays and talks with them. This helps them to concentrate and develop their own ideas even further. Children are gaining the key skills to support their future learning.

It is not yet outstanding because:

- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not used effectively enough to identify specific next steps in children's learning.
- The childminder evaluates her provision. However, she has not yet considered how to use the process effectively to check the quality of her teaching and the impact this has on children's learning.

What the setting needs to do to improve further

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

- make better use of what is known about individual children so specific areas of development can be targeted for really rapid progress
- enhance the systems for monitoring practice and focus more closely on the quality of teaching and the impact it has on children's learning.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed activities. She spoke to children at appropriate times while they played.
- The inspector looked at a range of documentation, such as children's records.
- The inspector discussed self-evaluation with the childminder and took into account the written views of parents.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The childminder implements a good range of policies and procedures to help her run the provision effectively and keep children safe. She ensures that all required information is shared and permissions are gained from parents to promote individual children's health and safety. The childminder understands her role in working together with other settings children attend to promote continuity for children's learning. She builds in information shared from other professionals about children's development into play experiences. The arrangements for safeguarding are effective. The childminder clearly understands her responsibilities with regard to child protection. She is familiar with local safeguarding procedures and alert to the signs that indicate concerns with children's welfare.

Quality of teaching, learning and assessment is good

The childminder makes observations of children's learning and records their progress. This allows her to identify their individual needs. She has developed good systems to identify any gaps in children's learning. The childminder periodically summarises children's progress to ensure that she has a good overview of their individual needs. The childminder is skilled in using many and varied teaching skills as she talks with and plays alongside children. This develops children's thinking skills as they play cooperatively. The childminder asks appropriate questions and helps children to keep on trying. The childminder is skilled in involving all the children in her care in activities. Using very good descriptive language, the childminder demonstrates how they too can make snips with scissors. Children share their understanding, demonstrate their own ways of doing things and make sense of their actions.

Personal development, behaviour and welfare are good

The childminder organises space and resources well. Children develop independence in their learning as they choose freely from a wide range of toys and activities. This helps children to develop their skills in purposeful and developmentally appropriate play. Children learn the importance of leading a healthy lifestyle. They get plenty of fresh air and physical exercise on the daily walk to and from school. Children play in the childminder's garden and visit local parks. The childminder helps children to listen to instructions. She encourages children to help out with small tasks and tidy up before moving on to the next activity. Older children learn how to keep themselves safe. The childminder sensitively reminds children of the house rules and how to follow them.

Outcomes for children are good

Children develop positive relationships with the childminder. They cuddle in together with the childminder as she reads stories and sings rhymes. Younger children happily join in as they fill in the missing words or phrases in a favourite rhyme. Older children repeat and identify initial letter sounds as they join in with stories. As children play they learn number names and words about size. They learn new words and concepts and develop a 'have a go' attitude to their learning. Children are supported very well to remain focused, concentrate and to make sense of their own ideas. This motivates children's interests and helps them to gain an understanding of how to play purposefully.

Setting details

Unique reference number	EY296371
Local authority	Staffordshire
Inspection number	1078100
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	2 November 2016
Telephone number	

The childminder was registered in 2004. She lives in Amington, Tamworth, Staffordshire. The childminder operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

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