

Childminder Report

Inspection date

13 April 2017

Previous inspection date

25 February 2015

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

- Children are happy and settled. They are able to access a good range of resources independently and enjoy following their own interests in play.
- The childminder regularly observes children and identifies their next steps in learning. She adapts activities to suit the needs of the different ages and abilities of children.
- The childminder works hard to develop partnership working with parents. She gathers information from parents about what their children already know and can do when they start. A settling-in period provides time for the childminder to get to know the children well.
- The childminder is a good role model for children. She teaches them to be kind to each other, join in to tidy up and be respectful. Children's behaviour is good.
- The premises are safe and secure. The childminder uses risk assessments to identify and minimise any hazards around the home and on outings.

It is not yet outstanding because:

- The childminder provides limited opportunities for children to further develop their own creativity and solve problems for themselves.
- The childminder's self-evaluation does not yet precisely target areas for further development that are sharply focused on raising the quality of the provision to the highest possible level.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their own ideas, think creatively and solve problems
- develop self-evaluation procedures to identify more precise areas for development that will help raise the quality of teaching to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated 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

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the procedures to follow should she have a concern about the welfare of a child in her care. She is knowledgeable about the possible signs of abuse and other areas affecting children's safety. The childminder regularly discusses her practice with other childminders to share ideas and enhance her knowledge and skills. Children's progress is frequently monitored to help ensure that any gaps in their learning are swiftly identified and addressed. Regular discussions with parents and newsletters inform them about the activities provided for their children. Written comments from parents are positive and indicate that their children enjoy being with the childminder. They are pleased with the progress their children are making.

Quality of teaching, learning and assessment is good

Children display good attitudes towards learning. They are enthusiastic and motivated in their play. Children enjoy painting glue onto shapes and pictures to decorate Easter baskets. They use their senses to explore a variety of materials provided to fill their basket. For example, children listen to the shredded foil as it makes a rustling noise. They feel the tickle of the soft feather as they stroke it down their cheeks. Children's mathematical development is supported. For example, children count the objects in their basket and discuss size and shape. Babies explore the marks they make as they use a crayon to decorate their Easter bag. The childminder effectively supports children to develop their communication and language skills, such as singing and signing action songs and rhymes. Children who speak English as an additional language are helped to develop their understanding and vocabulary. For example, the childminder repeats words clearly as she points to objects.

Personal development, behaviour and welfare are good

Babies and young children confidently explore the environment. They demonstrate close relationships with the childminder as they snuggle into her when they are tired and confidently engage in conversations with her. The childminder is sensitive to their individual needs and emotional well-being. The childminder provides regular opportunities for children to gain fresh air and exercise when they play in the garden and visit the local park. These help children learn about healthy lifestyles.

Outcomes for children are good

Children make good progress from their starting points. Young children are engaged in activities. They listen carefully, follow instructions and show good levels of concentration. Children play well together, take turns and share. Their social skills are good. Children are well prepared for their next stage in learning, including school when the time comes.

Setting details

Unique reference number	210279
Local authority	Staffordshire
Inspection number	1090007
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	25 February 2015
Telephone number	

The childminder was registered in 1997 and lives in Burton-on-Trent. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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