

Childminder Report

Inspection date

21 September 2017

Previous inspection date

15 January 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

- The childminder provides a warm and welcoming environment. Children are very comfortable in their surroundings and form strong attachments to the childminder. This helps to support their emotional well-being and sense of security.
- The childminder offers encouragement and support during children's play. She demonstrates and helps children to learn new skills and persevere. The childminder praises the children's efforts and helps them to feel a sense of achievement. This has a positive impact on their emotional well-being.
- The childminder regularly takes children out into the wider community to local groups and attractions. This helps children to develop confidence in new situations and develop their social skills.
- Parents' written comments are very complimentary about the care and teaching the childminder provides. The childminder exchanges information with parents on a daily basis regarding children's care and achievements. This helps parents to support their children's learning at home.

It is not yet outstanding because:

- The childminder's professional development does not yet identify ways to increase her knowledge and skills to further improve her already good teaching skills to a higher level.
- Self-evaluation does not yet assess the impact of practice on outcomes for children or prioritise areas for improvement.

What the setting needs to do to improve further

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

- use opportunities for professional development to enhance ways to improve existing knowledge and skills
- develop further the current systems in place for self-evaluation to prioritise areas for improvement and assess the impact these have on outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector jointly evaluated some activities with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector interacted with children during the inspection and took account of the views of parents through written feedback provided.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs of abuse and neglect. She knows what action to take if she has any concerns. The childminder frequently updates her policies to accurately reflect all local safeguarding procedures. She habitually carries out risk assessments of her home and outings to help her identify and minimise potential hazards. The childminder monitors children's learning and development. She regularly informs parents of their children's progress. There are good links with other local settings and schools. The childminder shares appropriate information when required, to assist in providing continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder encourages parents to be involved in their children's learning and they contribute to initial assessments. This helps the childminder to quickly identify their next steps in learning. She provides age-appropriate activities and resources to meet the individual needs of children in her care. The childminder is well qualified and experienced. She sits on the floor and plays alongside children at their own level. The childminder recognises when they will benefit from trying things out for themselves and where she might need to teach children a new skill. Children enjoy experimenting with musical instruments, helping develop their coordination as they use a beater to make a sound on the xylophone.

Personal development, behaviour and welfare are good

The childminder knows children well. She gathers a wide range of information from parents when children first start. The childminder is sensitive to the needs of babies and adapts routines to meet their individual needs. Children are well behaved. The childminder is a good role model and encourages children to be kind, polite and well mannered. Children learn about healthy lifestyles. The childminder provides nutritious snacks. There are regular opportunities for children to have fresh air and exercise.

Outcomes for children are good

Children are making good progress in their learning and development. They are confident and from a very young age they make choices in the activities they wish to play with. Young children access resources independently. They show an interest in books and enjoy interacting with the childminder as they look through them together. Children maintain concentration for a good amount of time in relation to their age. They are enthusiastic and motivated in their play. Children are developing some of the skills they will need for their next stage in learning.

Setting details

Unique reference number	EY315657
Local authority	Staffordshire
Inspection number	1092495
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	1
Name of registered person	
Date of previous inspection	15 January 2015
Telephone number	

The childminder was registered in 2005 and lives in Burton upon Trent, Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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