

Childminder Report

Inspection date

2 November 2017

Previous inspection date

13 January 2014

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 has a strong drive to improve. She has completed a further childcare qualification since her last inspection. This has helped to increase her knowledge of child development and how to better support children's learning and development.
- The quality of teaching is strong. The childminder and her assistant engage well with children as they play, offering support where needed. They promote and extend children's learning through effective questioning, role modelling and challenging their thinking skills. Children are making good progress.
- Children's emotional well-being is supported well. Strong relationships form quickly as the childminder and her assistant respond to children's individual needs. Children seek affection and comfort when needed.
- The childminder's self-evaluation takes into account the views of her assistant, parents and children. Parents and children were consulted on extending the childminder's provision, and children's ideas were taken on board for the final design and layout of a new playroom.

It is not yet outstanding because:

- The childminder does not always share as much information with parents as she could. Information gathered from parents on entry to the setting is not thorough, and the childminder does not consistently ensure parents are fully up to date with their child's progress.
- The monitoring of children's progress is not robust enough to always identify potential gaps in children's learning quickly.

What the setting needs to do to improve further

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

- improve partnerships with parents further by gathering more in-depth information from parents on entry and further developing how information is shared regarding children's development, to support learning at home more effectively
- build on the current system for monitoring children's progress so that any gaps in children's learning are always identified quickly.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an observation of teaching and learning with the childminder.
- The inspector held conversations with the childminder, her assistant and the children.
- The inspector looked at relevant documentation, such as risk assessments, children's developmental records and evidence for the suitability of household members and the childminder's assistant.
- The inspector took account of written information provided by parents during the inspection.

Inspector

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant are clear about their roles and responsibilities in protecting children from harm. Robust risk assessments cover all aspects of the childminder's provision, including the construction of a new playroom. The childminder has planned alternative fire evacuation routes and safe arrangements for parents dropping off and collecting their children during this time. The childminder's assistant is supported well. In-depth induction and systems of support are used to identify training needs that enable her to further develop her knowledge and skills. Partnerships with the local school are strong. Regular information is shared to support children's individual care and educational needs. This helps to ensure consistency in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder and her assistant are good role models for language. They talk to children consistently and introduce them to new words. For example, during a discussion about fireworks they use words, such as 'Catherine wheels', 'explode' and 'smoke'. Physical development for younger children is well supported. The childminder ensures babies who are ready to stand have opportunities to develop these skills frequently. She provides positive praise to motivate and engage children in learning opportunities. The childminder has high expectations for the children. She promotes and challenges their knowledge and skills across all areas of learning. Older children's thinking skills are challenged through good questioning skills. For example, children talk about a firework display and the childminder questions them about what they saw, heard and felt.

Personal development, behaviour and welfare are good

Children are well behaved and have a good understanding of expectations. The childminder and her assistant remind children regularly of how to engage with resources and why. Children are supported to manage risks independently. For example, when they lean over storage units to get resources, they are reminded or challenged about what could potentially happen if the unit fell over. The childminder has planned alternative options for children to engage in physical activities while the garden is unavailable due to the construction of the new playroom. They regularly visit local parks, play centres and groups outside the childminder's home. This also helps to develop their understanding of the wider community.

Outcomes for children are good

All children are making good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well for the next stage in their learning, including the move to school. Older children concentrate for significant periods of time and remain focused on what they are engaged in. They show curiosity and make predictions about what they think is inside a sensory object by feeling and shaking it. Children are developing an awareness of letters and the sounds they make, and are developing the skills they need for writing. Children manage their personal hygiene needs appropriately for their age.

Setting details

Unique reference number	EY415327
Local authority	Staffordshire
Inspection number	1102274
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	12
Number of children on roll	16
Name of registered person	
Date of previous inspection	13 January 2014
Telephone number	

The childminder registered in 2010. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays, family holidays and a week at Christmas. The childminder employs a part-time registered assistant, both of whom hold an appropriate childcare qualification at level 3. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

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