

Childminder Report

Inspection date

13 November 2017

Previous inspection date

19 July 2013

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 and her assistant have established strong relationships with parents and schools that children attend. They regularly share information to help provide continuity for children's care and well-being.
- Children develop warm and trusting relationships with the childminder and her assistant. They speak gently to children and offer praise and encouragement to promote their emotional well-being and reinforce their self-confidence.
- Children's behaviour is good. They help tidy away toys and resources when they have finished with them and are familiar with expectations and daily routines.
- The childminder provides a wealth of interesting resources that children access independently. She plans and thoughtfully sets out a wide range of activities that link with children's interests.
- The childminder maintains all documents and records needed to underpin good provision for children's welfare and learning. She checks that statutory requirements are being met as part of her reflection, to maintain good quality provision.

It is not yet outstanding because:

- Children do not always have enough time to think through their ideas or to formulate their answers, when asked questions.
- The childminder has not yet explored a wide range of continuous professional development that helps to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- extend the opportunities for children to think through their ideas and to answer questions
- explore a wider range of continuous professional development opportunities and raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had a tour of the areas of the home used for childminding.
- The inspector looked at children's records, a sample of policies and evidence of the suitability of the childminder and her assistant.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took into account the written views of parents.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a robust understanding of child protection issues. They know what to do should they be worried about a child's welfare and safety. The childminder has high expectations of what children can achieve and completes regular assessments to monitor their progress. This helps her to plan activities that ensures all children make good progress. The childminder reflects on her practice and identifies where improvements can be met. High priority is given to children's safety. The childminder makes good use of risk assessments to ensure that her home and any outings children take part in are as safe as possible.

Quality of teaching, learning and assessment is good

The experienced childminder organises the environment well so that children have opportunities to interact with a wide range of age-appropriate resources. The childminder interacts purposefully. She gets down to children's level, joins in with their play and provides support when required. The childminder sings familiar songs, provides running commentaries and encourages children's interest in books. This helps to promote children's early listening and understanding skills. Children enjoy listening to stories. They point to the animals in the story as they develop an understanding of how books work. This supports their literacy development.

Personal development, behaviour and welfare are good

Children are confident and happy in the childminder's home. This is reflected by the positive relationship with the childminder and their peers. The childminder tailors her settling-in procedures to the needs of children and their families. She spends time getting to know children's care needs and stages of development. She implements children's routines well in partnership with parents. Children have the opportunity to get plenty of fresh air and physical exercise. They regularly visit the local parks and shops. The childminder provides healthy, homemade nutritious meals and snacks for children.

Outcomes for children are good

Children are curious and active learners. They enjoy trying new experiences and are confident in new social situations. Children learn to attend to their personal needs. They learn to play cooperatively, share and take turns. As they play, they count, rehearse colour names and learn mathematical language about size and shape. Children make good progress from their starting points. Children enjoy the activities designed to build their small muscles for writing. They find developing the strength and control to open and close pegs, challenging and fun. Children are well prepared for the next stage of their learning, such as school.

Setting details

Unique reference number	224424
Local authority	Stoke on Trent
Inspection number	1063766
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	19 July 2013
Telephone number	

The childminder registered in 1994 and lives in Heron Cross, Stoke-on-Trent. The childminder operates all year round, from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant.

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