

# Childminder Report

**Inspection date**

9 January 2018

Previous inspection date

14 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 experienced childminder places a clear focus on prioritising her own professional development to ensure her knowledge and practice is of a good standard.
- The childminder confidently uses her knowledge of what the children enjoy to provide a varied range of experiences that helps children to learn. The environment is organised well with their needs in mind.
- The childminder places a clear focus on increasing children's language, listening and attention skills during her interactions with them.
- Partnerships with parents are strong and they are kept well informed about their children's achievements and progress. The childminder works closely with parents to meet the children's individual needs and the promotion of children's emotional well-being is given good regard.
- The childminder places a good priority on evaluating her practice to help keep children safe and she uses effective risk assessments to keep the home clean and safe.

**It is not yet outstanding because:**

- The childminder does not make the very best use of the assessment information she gathers to plan highly challenging activities to help children make consistently high rates of progress.
- The childminder does not consistently provide a rich range of activities to inspire children's learning even further in some aspects of mathematics.

## What the setting needs to do to improve further

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

- raise expectations for children's achievement and use the information gained from assessments to plan highly challenging activities, to help children make the very best possible progress
- provide a rich range of activities to motivate children's learning even further in exploring concepts, such as quantity, weight and measures.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of 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 took account of the views of parents through written feedback provided.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder adopts a professional approach to her work and all the required records, policies and procedures are in place and shared with parents. The childminder is a member of the childminding network and takes full advantage of any professional development opportunities. For example, she regularly attends childminding meetings and groups to enable her to evaluate her practice, keep up to date and share ideas. The arrangements for safeguarding are effective. The childminder has a strong understanding of child protection issues and has a clear understanding of the procedure to follow if she has a concern about a child's welfare. Parents report high levels of satisfaction. They are impressed by how well the childminder keeps them informed and up to date about their child's learning. Parents value the support and advice they receive on issues, such as feeding.

### Quality of teaching, learning and assessment is good

The childminder knows the children well. She supports their individual interests and plans activities around a range of topics. For example, children learn about the changing seasons and the childminder builds on their first-hand experiences, such as their family holidays. The childminder skilfully interacts with children and promotes their communication and language skills well. For example, children play imaginatively and the childminder encourages them to talk about their ideas. She follows their lead and challenges their learning. The childminder uses a good range of visual aids during story sessions to capture their interest and children enjoy her interactions with them.

### Personal development, behaviour and welfare are good

The childminder gives a clear priority to building a positive relationship with all the children to help promote their confidence. She places a strong focus on teaching children right from wrong and is sensitive in her approach. Children learn about differences within the group and the wider community. For example, children visit places of worship and use a range of resources reflecting a variety of cultures. The childminder provides healthy and nutritious meals and snacks daily. Children have good opportunities to be physically active. The childminder focuses well on teaching children about keeping safe when they are on outings and around the home.

### Outcomes for children are good

All children make good progress from their starting points and are well prepared for the move on to school. Children show a real interest in using media and materials to create. For example, children show good levels of interest as they stick various coloured circles with glue to make collage pictures. Children show a real fondness for stories and often request to look at a book. Children thoroughly enjoy singing and especially enjoy action songs. They are keen to repeat their favourite ones. Children show an interest in counting and numbers, and enjoy making marks as they play. They are interested in the natural world and like taking walks in the local environment. They collect items of interest, such as leaves and fir cones, which they enjoy using in their play.

## Setting details

<b>Unique reference number</b>	224418
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1086997
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 March 2014
<b>Telephone number</b>	

The childminder registered in 1993 and lives in Stoke-on-Trent, Staffordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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