

Childminder Report

Inspection date

2 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 commitment to professional development. She completes regular training and research and shares practice with other childcare professionals.
- The childminder's monitoring of children's learning is effective and helps to ensure they make at least good progress in all areas of their learning.
- The childminder accurately assesses children's skills when they first start by working in partnership with parents and other settings children attend.
- Parents are engaged in their children's learning. The childminder keeps them well informed about their children's next steps to help them guide children's learning at home.
- The childminder's home is welcoming and stimulating. The toys and resources reflect children's interests. Children can play in the garden for much of the day which supports those children who prefer to learn outside.

It is not yet outstanding because:

- The childminder does not use planning as well as she could, to engage and motivate children more during activities.
- The childminder does not always promote children's understanding of healthy lifestyles effectively. For instance, she misses opportunities to teach children why it is unhygienic to eat the real food in the role-play area and share food they have had in their mouths.

What the setting needs to do to improve further

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

- strengthen planning to increase children's engagement and motivation even further during activities
- build on children's already good understanding of hygiene practices, so they learn more about germs and know not to eat food that is not specifically their own.

Inspection activities

- The inspector observed the children engaged in activities indoors and outdoors, and assessed the impact this has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector spoke to the childminder at convenient times during the inspection. He 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 the written feedback provided.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Since registration, the childminder has developed her self-evaluation well using the views of others to help her reach a good standard of practice. For example, she reflects on her teaching with other childminders and uses their ideas for improvement, such as displaying more text in her home. This helps children to recognise familiar words and gain an understanding that text carries meaning. Safeguarding is effective. The childminder keeps her knowledge of safeguarding legislation up to date. She knows how to identify and report concerns about a child's welfare. The childminder minimises potential risks to help ensure her home is safe for children.

Quality of teaching, learning and assessment is good

Teaching is strong. The childminder successfully builds on children's interests to help teach them some of the skills they need for school. For instance, she uses printed numerals with superhero pictures on to help capture older boys interest in numbers and counting. The activities the childminder provides are rich and help children to learn about the world. For example, children help to make pizzas for their lunch. The childminder tells them that pizzas originate from Italy and plays Italian music to the children on a computer tablet. She teaches older children how to read words on labels and count ingredients. The childminder teaches younger children how to spread tomato sauce over their pizza base using different utensils. Children follow the instructions well of what to apply next to their pizza.

Personal development, behaviour and welfare are good

Children have strong bonds with the childminder. They involve her in their play and seek physical comfort from her when needed. The childminder promotes children's positive behaviour well, and uses effective rules and boundaries to help children take turns and share. Children learn how to manage potential risks. For example, how to use different tools safely. The childminder promotes children's independence well. She encourages children to choose their own toys at certain times throughout the day to enable them to lead their own learning. The childminder supports children well to have positive attitudes towards those who have different beliefs or religions to themselves. For instance, she takes children to different places of worship to help children learn about and accept the views of others.

Outcomes for children are good

Children make good progress and learn the skills they need for school or the next stage in their learning. They have vivid imaginations which they use in their role play, such as making things out of empty cardboard boxes. Children make good progress in their literacy development, specifically their early writing skills. They learn how to hold a pencil correctly and they give meanings to the marks they make.

Setting details

Unique reference number	EY496696
Local authority	Staffordshire
Inspection number	1035194
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	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in the Porthill area of Newcastle-under-Lyme, Staffordshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for three- and four-year-old children. She holds an appropriate early years qualification at level 3.

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