

# Childminder Report

**Inspection date**

Previous inspection date

26 April 2018

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 good knowledge and understanding of learning and development requirements. She helps children to make good progress from their starting points.
- The childminder regularly updates her programme of professional development. She uses this knowledge gained to inform her planning to meet children's needs. For example, she has developed the use of recyclable materials to provide more opportunities for physical play. In addition, she frequently meets with other childminders to exchange ideas. This helps to improve outcomes for children.
- Children are very happy and have strong attachments to the childminder. They are highly confident and motivated in their learning. Children play happily in a homely environment and are confident to make choices and decisions about their play.
- There are strong partnerships with parents. The childminder involves parents in all aspects of their children's care and learning. Parents speak highly of the service the childminder provides and feel well supported.

### It is not yet outstanding because:

- Occasionally, the childminder does not give children enough time to think before she responds for them.
- The childminder does not always make the most of spontaneous opportunities to extend children's emerging awareness of space and measures, and use mathematical language in their play.

## What the setting needs to do to improve further

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

- allow children more time to think about their responses and ideas as their learning is challenged and extended
- build on opportunities to extend children's awareness of space, and measures and use mathematical language.

### Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to the childminder and children, at appropriate times throughout the inspection.
- The inspector completed an evaluated activity with the childminder.
- The inspector looked at documentation, including evidence of the suitability of adults living on the premises.
- The inspector took account of the views of parents, expressed in written feedback and spoken to during the inspection.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of how to identify and report any child protection concerns. She applies a good awareness of how to minimise any risks in the indoor and outdoor environments. The childminder recognises the importance of working in partnership with other professionals to help to meet children's individual needs. She exchanges meaningful information with other settings attended by children in her care, to support a consistent approach to their learning. The childminder evaluates her practice regularly and identifies areas that she would like to change to maintain her high levels of provision.

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

The childminder observes children's play regularly. She completes accurate assessments to help to ensure that any gaps in children's learning are quickly identified and addressed. The childminder provides regular verbal and written reports for parents, who say that they feel very well informed about their children's experiences and progress. The childminder gets down to children's level and is playful in her interactions which in turn stimulates them to join in. Children concentrate well and develop positive attitudes to learning. Children have plenty of opportunities to develop their small-muscle skills in preparation for early writing. For instance, they make meaningful marks with chalks and operate play tools, such as toy screwdrivers with increasing skill.

### Personal development, behaviour and welfare are good

The childminder acts as a good role model. Children demonstrate that they feel reassured in her care. For example, they enjoy the closeness of her cuddles. Children positively thrive in the welcoming, homely environment. The childminder is attentive to their needs which means children are happy and secure. She constantly provides praise and encouragement to help children recognise their achievements and boost their self-confidence. Children develop good social skills. The childminder teaches children to be kind to their friends and guides them well to take turns and share resources. Children enjoy a nutritious diet. They benefit from exercise and fresh air, such as during regular outings in the community and to the local park. This helps them to develop their good physical skills.

### Outcomes for children are good

Children are well prepared for their future learning, including their eventual move on to nursery and school. They are self-assured in social situations, such as when meeting new visitors to the childminder's home. Children develop firm friendships with each other and are kind and helpful. They are independent, relative to their ages, and delight in carrying out a range of tasks with minimal support. For example, they help to tidy away resources between activities and wipe their sticky hands clean.

## Setting details

<b>Unique reference number</b>	EY498717
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1041212
<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>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday and 7.30am to 3pm on Fridays, except for bank holidays and family holidays. The childminder holds early years teacher status.

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