

# Childminder Report

**Inspection date**

30 May 2018

Previous inspection date

27 November 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                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

**This provision is good**

- The childminder makes assessments of children's development and identifies any gaps in their learning. He plans interesting activities that follow children's individual interests so that they make good progress.
- The childminder and the co-childminder are very good role models for children. They are caring and sensitive to children's individual needs. They encourage children to share, consider the needs of others and listen to each other.
- The childminder provides a warm, welcoming and stimulating environment where children have access to a balanced range of easily accessible resources. Children have a strong sense of belonging and are settled.
- Children learn about the wider world through the broad range of outdoor activities offered. They thoroughly enjoy visits to local farms, parks, libraries and nature centres.
- The childminder establishes effective partnerships with parents to provide a consistent approach to support children's care and learning. He shares information daily with parents to ensure they are well informed about their children's progress.

**It is not yet outstanding because:**

- The childminder does not target his professional development as effectively as possible to enhance the quality of the provision to an even higher level.
- The childminder sometimes misses opportunities to develop children's mathematical skills, in particular shape and measurement.

## What the setting needs to do to improve further

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

- engage in more-focused professional development to enhance the overall quality of teaching to the highest possible level
- make the most of opportunities to extend children's mathematical development and understanding.

### Inspection activities

- The inspector observed activities outside and inside, and held discussions with the childminder about children's learning.
- The inspector viewed documentation, including evidence of the suitability of the childminder, co-childminder and household members.
- The inspector spoke with the childminder at suitable times throughout the inspection
- The inspector evaluated an observation of children's activities with the childminder.
- The inspector took account of the views of parents through their written comments.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to look out for and whom to alert if he has any concerns about children's welfare. The childminder effectively risk assesses his home and places that he visits with the children, to help to keep them safe. The childminder uses the views of his co-childminder to evaluate his practice critically and make improvements. He meets regularly with other childminders and his co-childminder to improve practice further and develop new ideas. The childminder establishes good partnerships with local schools and nurseries that children move on to. Teachers and pre-school staff are invited to visit the childminder's home to help children settle when they move on to school.

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

The childminder is well qualified and experienced. He plans activities to support children's individual skills and builds on what they know, to support their learning. The childminder supports children's speaking and listening skills. He interacts well with the children during activities and asks them well-considered questions. He talks to children as they play so they hear the correct pronunciation and learn new words. Children benefit from a range of resources and activities that enriches their learning. For example, children of all ages explore and investigate natural materials, such as straw, water and sand. Older children learn how to turn on a tap attached to a water container and learn to pour water from one container to another.

### Personal development, behaviour and welfare are outstanding

Children enjoy themselves in the well-resourced and stimulating environment. They behave very well, take turns and work well together. They are eager to take on responsibility, such as tidying away resources at the end of each activity. Children are supported well when they first start. Flexible visits and short sessions at the beginning help the childminder to find out important information from parents about their children. This helps the childminder to meet their needs and enables children to settle in. Children are encouraged to enjoy a healthy lifestyle. They relish being outside and active in the fresh air. Children's meals and snacks are planned with great care to provide nutritious home-cooked meals that meet all of their dietary needs.

### Outcomes for children are good

Children are confident, capable and have good social skills. They develop their imaginations and discuss their play activities with each other. Children communicate well and develop good language skills. They listen to the childminder and follow instructions carefully. Children develop the skills they need for their future learning and the eventual move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY365286  |
| <b>Local authority</b>             | Staffordshire   |
| <b>Inspection number</b>           | 1104706   |
| <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 - 3   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 6   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 27 November 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2007. He lives in Lichfield, Staffordshire and works with another childminder. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. He has a relevant qualification at level 5. The childminder provides funded early education for three- and four-year-old children.

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