

Childminder report

Inspection date	16 August 2018
Previous inspection date	5 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder is committed to improving her professional development and regularly updates her teaching skills. For example, recent training has helped her to extend strategies in supporting children's communication and language development, and to help them to manage their feelings.
- The childminder has a good understanding of how young children learn. She uses this to plan successfully a range of engaging activities that captures children's interest and motivates them to learn. Children make good progress and gain a good range of skills that prepares them well for starting school.
- The childminder helps children to acquire good social skills. Children take turns sensibly as they play enjoyable games. They display a strong sense of teamwork as they work together to build models with blocks, for example.
- The childminder follows good hygiene procedures and promotes children's good health. Children know when they need to wash their hands. They enjoy healthy snacks and benefit from regular exercise.

It is not yet outstanding because:

- The childminder does not recognise some occasions where children's learning experiences can be extended and enhanced even further to provide additional challenge.
- At times, the childminder directs children's learning and limits opportunities for them to lead their play and learning more.

What the setting needs to do to improve further

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

- enhance the good learning opportunities even further to help children to make the best possible progress
- increase opportunities for children to make decisions and lead their play.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of how to keep children safe. She knows how to seek advice and the correct procedures to follow if she has any concerns regarding children's welfare. The childminder has good partnerships with parents and other providers. For example, she values the contributions that parents make and finds out about children's interests and development at home. She regularly exchanges information with other settings that children also attend, to provide continuity in their care and learning. The childminder reviews the service she provides effectively and identifies areas for further improvement.

Quality of teaching, learning and assessment is good

The childminder monitors children's ongoing progress accurately and helps them to achieve the next steps in their learning. She is skilled in helping children to develop their communication and language. Children listen attentively, enjoy joining in with action songs and rhymes, and express their ideas clearly. They talk confidently about places they have visited recently. The childminder helps children to gain a good understanding of the world. Children learn about the behaviour of animals, such as hedgehogs. They put food out for them and watch video footage of the creatures that visit the childminder's garden at night. The childminder provides children with good support to use their mathematical understanding. Children eagerly help to pair socks by matching colours and patterns, and practise their counting.

Personal development, behaviour and welfare are good

The childminder is nurturing and attentive to children's needs. They are happy and at ease in her care. She helps children to develop their awareness of the wider community and the lives of people from around the world. Children play with toys that reflect diversity. The childminder is a good role model and manages children's behaviour well. Children gain an awareness of their own needs and how to manage them. The childminder supports children's emotional development skilfully and supports them well through times of change and significant events in their lives.

Outcomes for children are good

Children display positive attitudes to learning. They concentrate well, persevere and test out their ideas. For example, children move different-shaped blocks about to achieve the best position to stack them and make the tallest tower they can. They use their imaginations well as they go on an imaginary holiday. They pretend to be airplanes and comment on the weight of their suitcases. Children develop good physical skills and focus well as they thread buttons onto laces. They develop their literacy skills, enjoy listening to stories, practise their writing and learn to recognise their names.

Setting details

Unique reference number	209539
Local authority	Staffordshire
Inspection number	10059397
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 December 2014

The childminder registered in 2000. She operates all year round from 7.30am to 6pm, Monday to Friday.

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