

Childminder report

1 Birch Lane, Rugeley, Staffordshire WS15 1EH



Inspection date	5 September 2018
Previous inspection date	21 July 2015

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 works with parents to gather detailed information about children's learning and development when they start. She completes regular observations of children and continuously monitors their progress.
- The childminder has a good understanding of how children learn. She uses the interests of young children to effectively support their next steps in learning.
- The childminder is sensitive and highly responsive to the individual needs of babies. They are happy, relaxed and settle quickly in this warm and welcoming setting. As a result, babies are engaged and eager to learn new skills.
- The childminder closely supervises children. Appropriate steps are taken to reduce or remove potential hazards to children, within the home and on outings. This enables children to play and learn in a safe environment.

It is not yet outstanding because:

- The childminder does not always share with parents precise information about how they can support and continue their children's learning at home.
- The childminder does not consistently involve parents in identifying future improvements in her provision.

What the setting needs to do to improve further

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

- develop systems further to provide more information for parents to help them to support and enhance their children's learning at home
- gather the views of parents more consistently to help identify future improvements.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. The inspector jointly evaluated the quality of teaching with the childminder.
- The inspector observed interactions between the childminder and children present. She spoke with the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of adults living on the premises and the childminder's qualifications.
- The inspector took account of the views of parents.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a good knowledge of the potential signs and symptoms of abuse. She knows the procedure to follow to report any concerns relating to children's safety and welfare. Policies and procedures are well organised and are in line with current legislation. The childminder is committed to furthering her skills and knowledge through training. She works closely with other childminders in the local area to share and develop their knowledge and experience. The childminder has systems to share information with other settings that children also attend to provide continuity in children's care and learning. She regularly evaluates her provision and identifies areas to develop. Parents occasionally complete questionnaires to share their views.

Quality of teaching, learning and assessment is good

The childminder uses several good teaching strategies to help children learn new skills. For example, the childminder talks about what she is doing as she sits with a baby on her knee and demonstrates how to shake a rattle to make a noise. Babies watch intently and enjoy exploring new toys using their senses. The childminder encourages babies to move by placing toys just out of their reach and praising their efforts when they grasp them. She effectively promotes children's communication and language skills. For example, she responds appropriately to their smiles and sings songs and rhymes.

Personal development, behaviour and welfare are good

The childminder is warm, caring and friendly. She spends time getting to know the children and their families during a settling-in period. Information gathered about children's routines and care enable the childminder to support children's physical and emotional well-being from the very beginning. The childminder is responsive to the individual needs of babies. For example, she instinctively understands babies' signs for sleep or food and ensures their needs are promptly met. At meal times, the childminder interacts with babies, talking to them as she feeds them. Children have regular opportunities to enjoy fresh air on walks to interesting places in the community, such as local parks or woodland. These places help to promote children's growing knowledge and understanding of the world. The childminder takes babies and young children to local toddler groups where they learn to develop their social skills and confidence in a larger group.

Outcomes for children are good

Children make good progress and gain the skills they require for their next stage in learning. Babies are interested in interacting with the childminder. They demonstrate good levels of concentration for their age. Babies persevere as they roll themselves to get nearer to the toys they want. Older children learn to recognise and write their name. They learn to dress themselves independently.

Setting details

Unique reference number	EY391769
Local authority	Staffordshire
Inspection number	10066017
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 July 2015

The childminder registered in 2009. She lives in Rugeley, Staffordshire. The childminding operates all year round from 7.30am to 6pm, except for family holidays and bank holidays. She holds a relevant qualification at level 3.

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