

Childminder report

Inspection date	17 September 2018
Previous inspection date	7 October 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 has strong partnerships with parents and works closely with them to support children's continued care and learning. For example, she liaises with them and health professionals involved in children's care, to ensure that children's individual needs are met successfully.
- The childminder makes effective use of her observations of children's play, to assess their individual progress and target the next steps in their learning. She makes a thorough assessment of children's progress aged between two and three years, and takes prompt action to address any gaps in their development.
- Children make good progress in their learning and gain a range of useful skills that prepare them successfully for their future learning and starting school.
- The childminder prioritises children's good health. Children learn about good hygiene routines, healthy food choices and the importance of limiting sweet treats.
- Children gain good social skills and play happily alongside their friends. They learn about right and wrong, share, and take turns.

It is not yet outstanding because:

- The childminder does not make the best use of the outdoor provision to support the play and learning of those children who prefer to be outside.
- The childminder does not consistently provide children with play experiences that fully reflect all areas of their learning.

What the setting needs to do to improve further

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

- enhance the experiences for those children who prefer to play and learn outdoors, to extend their learning even further
- extend planning to include an even richer and varied range of play experiences, that fully reflect the different areas of children's learning.

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 understanding of how to protect children and understands the procedures to follow if she has any concerns about a child's welfare. She is aware of her duty to prevent children from being drawn into situations that put them at significant risk of harm. The childminder evaluates the service she provides to make further improvements. She seeks to extend further her good teaching skills. For example, recent training has helped her to deepen her understanding of supporting children who have special educational needs (SEN) and/or disabilities.

Quality of teaching, learning and assessment is good

The childminder is skilled in helping young children to explore and make new discoveries. She encourages them to solve problems and to develop their thinking skills. For example, she recognises when to give children time to complete tasks by themselves and when to offer guidance. Children persevere as they complete puzzles and jigsaws. The childminder supports children's mathematical understanding skilfully. Children learn useful strategies, such as lining up cars to count them. The childminder is skilled in helping young children to acquire good communication skills. Children listen attentively and repeat words they hear. They respond to questions and enjoy singing songs.

Personal development, behaviour and welfare are good

The childminder is a positive role model and manages children's behaviour well. Children learn about potential dangers and respond well to the praise, and encouragement they receive throughout activities. They develop their self-esteem and confidence. The childminder helps them to cope with significant events in their lives and supports their emotional security successfully. Children gain good levels of independence. They recognise when they are thirsty, wipe their own faces and help with nappy changing. They learn skills, such as dressing themselves and managing zips. The childminder is nurturing and attentive to children's needs. She knows them well and children enjoy being in her care.

Outcomes for children are good

Children are motivated to explore and learn. They confidently lead their play. Children develop their understanding of the world and enjoy exploring a range of sensory materials, such as hunting for objects buried in shaving foam. They explore changes as they mix ingredients when cooking and find out what is inside an egg. Children progress well with their physical skills. They enjoy dancing and using ride-on toys. They gain good literacy skills and are keen to practise their writing. They know how to handle books and like exploring the illustrations.

Setting details

Unique reference number	EY336102
Local authority	Staffordshire
Inspection number	10066008
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	6
Date of previous inspection	7 October 2015

The childminder registered in 2006. She operates Monday to Friday, all year round, from 7.30am until 5.30pm. The childminder holds an appropriate qualification at level 3. The childminder receives funding to provide free early education to two-year-old children.

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Piccadilly Gate
Store Street
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M1 2WD

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