

Childminder report

28 Hillport Avenue, Newcastle, Staffordshire ST5 8NH



Inspection date	6 September 2018
Previous inspection date	12 November 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 is fully committed to further extending her good teaching skills. For example, she regularly attends training and is currently studying for her early years degree.
- The childminder assesses children's progress thoroughly and uses this information to plan stimulating activities that children enjoy. She carefully considers how she can help them to achieve the next steps in their learning.
- The childminder plans interesting activities that help children to develop their mathematical understanding. Children enjoy investigating a collection of watches, show an interest in shape and learn to count.
- Children are motivated to play and explore. They make good progress in their learning and are well-prepared for when they start school.
- The childminder skilfully helps children learn to manage their feelings and behaviour. She provides children with clear expectations and helps them to recognise when some aspects of their behaviour are unacceptable.

It is not yet outstanding because:

- At times, the childminder does not recognise when to give the youngest children more time to think, respond and solve problems for themselves.
- The childminder does not recognise some opportunities where she can extend and enrich children's activities even further, to provide them with the highest level of challenge.

What the setting needs to do to improve further

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

- increase opportunities for the youngest children to solve problems and extend their thinking skills further
- extend even further the learning potential in children's play experiences, to help them to make the best possible progress.

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 knows how to seek advice and the correct procedures to follow if she were to have any concerns regarding a child's welfare. The childminder works well in partnership with parents. She has frequent discussions with them about their children's well-being and development. This communication helps to support children's learning at home and in the setting. The childminder evaluates her provision carefully to ensure it meets children's needs. She values the contributions that parents make to this process. For example, she plans to review and further develop the information she gives parents when children first start.

Quality of teaching, learning and assessment is good

The childminder supports children's communication and language development skilfully. Older children join in conversations, share their ideas confidently and use a good range of vocabulary. Younger children experiment with sounds, gestures and words to communicate their ideas. The childminder plans an interesting range of activities to help children practise their physical skills. Older children concentrate as they try to move grains of rice with chunky tweezers and learn to pedal a bicycle. Younger children enjoy using scoops and funnels to fill containers with rice, and use a slide confidently. Children use their imaginations well as they use role-play equipment and make links with their experiences. This includes, cooking outdoors in the mud kitchen and dressing up in role-play costumes.

Personal development, behaviour and welfare are good

Children confidently make choices about what they want to play. For example, they decide when they want to play outdoors. The childminder relates to children in a warm and affectionate way. She helps children to learn about staying safe and making healthy choices. Children benefit from nutritiously balanced meals, snacks and regular exercise. They know about good hygiene routines. Children learn to recognise risks and how to eliminate these, such as drying the steps to the slide before they use them. They gain an awareness of communities beyond their immediate experience.

Outcomes for children are good

Children develop their independence and become confident in their own abilities. They gain a sense of responsibility and are keen to help with everyday tasks, such as using a dustpan and brush to sweep the floor. Older children use the tap to pour drinks of water for themselves and their friends. Children develop their understanding of the world. They learn what plants need to grow and observe how they change over time, such as when they die, and decay. They learn about cause and effect as they send toy cars down pipes and retrieve them from the other end.

Setting details

Unique reference number	EY314287
Local authority	Staffordshire
Inspection number	10066006
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	12 November 2015

The childminder registered in 2005. She operates all year round from 9am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The setting receives funding to provide free early education to children aged two, three and four years.

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