

# Childminder report

<b>Inspection date</b>	21 September 2018
Previous inspection date	23 January 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 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 her own professional development. For example, she regularly attends the local authority forum meetings and undertakes other training. This helps her to keep her practice up to date and provides her with new ideas to promote good outcomes for all children.
- The childminder has attended extensive training on how to support children's speech and language development. She promotes children's communication development well during their learning activities and everyday tasks. The childminder uses language appropriate to children's age and stage of development. This helps children to make good progress in their communication development.
- Children learn well about the natural world. The childminder provides opportunities for them to closely observe a range of small birds. For example, she lifts the children up to see the colourful birds in the aviary, situated in the garden. This, along with discussion, helps to consolidate children's learning.
- New children settle in very quickly. The childminder develops strong bonds with children right from the start. For example, she responds quickly and sensitively to children's needs and offers them reassurance, cuddles and endearing words when needed.

### It is not yet outstanding because:

- The childminder does not always involve parents as much as possible in the assessment of their children's learning when they first start at the setting.
- The childminder does not focus strongly enough on fully developing younger children's early mark-making skills.

## What the setting needs to do to improve further

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

- increase the information gathered from parents about children's skills and abilities, and use this to enhance the planning of activities and experiences from the outset
- provide more experiences for younger children to develop their early mark-making skills, so that they make the best possible progress in this area of learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector held conversations with children during the inspection.

**Inspector**  
Linda Yates

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended child protection training. She has a good knowledge of the possible signs of abuse and a strong awareness of her responsibility to protect children from harm. The childminder benchmarks children's ongoing achievements to identify and address any areas of learning that children may fall behind in to focus her planning. The childminder shares children's progress with teachers when children move on to school. This helps to promote consistency in children's care and learning. The childminder closely monitors and has regular discussions with her assistant to ensure his ongoing suitability.

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

The childminder promotes children's learning through effective teaching. For example, she supports and encourages children to fit shapes into spaces on the inset puzzle boards. During such activities, the childminder describes what they are doing to help children fully understand language. She identifies the children's fascination with the puzzle pieces, as they portray characters from a popular children's television programme. The childminder follows their interests and encourages the children to recall each character's name. She regularly takes the children to the music and movement sessions at the local library. This helps children to learn to listen and express themselves through music. The childminder prepares children well for the next stage in their learning, such as nursery or school.

### Personal development, behaviour and welfare are good

The childminder provides children with nutritious and well-balanced meals and snacks. She gives children lots of praise as she recognises their efforts and achievements. The childminder provides a good range of outdoor toys and equipment to promote children's physical development. She takes the children on regular visits to soft-play establishments. This helps children to take safe risks and experience physical challenge in their play. The childminder regularly takes the children to the local childminding group. This helps children to learn to share and to participate with others in group activities.

### Outcomes for children are good

Children make good progress from their starting points. They concentrate as they use plastic tools to push a lace string into a hole and then onto the next one to create a picture on the board. Children begin to enjoy make-believe play. For example, they play with the small-world animals amongst the fir cones, twigs, stones, leaves and conkers. Children are happy in the company of the childminder and show her great affection.

## Setting details

<b>Unique reference number</b>	224472
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10069022
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 January 2014

The childminder registered in 1987 and lives in Stoke-on-Trent. She operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for two-, three- and four-year-old children. On rare occasions, the childminder works with an assistant.

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