

# Childminder report

<b>Inspection date</b>	3 October 2018
Previous inspection date	28 March 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

- Children build solid attachments with the childminder and her assistants. Comprehensive information is gathered from parents and carers about their child's routine prior to them starting. This enables children to settle quickly and feel safe and secure in a homely environment.
- Partnerships with parents are strong. The childminder and assistants successfully encourage two-way communication and involve parents in their child's learning. Daily contact diaries are used to help keep parents updated on their child's daily care and routines.
- The childminder organises her home and garden well to give children easy access and independent choices about where they want to play. Children enjoy being outdoors in the large enclosed garden where they experience a variety of learning experiences. This helps to promote their good health and physical well-being.
- The childminder carries out effective risk assessments that help keep children safe, for example, procedures for fire evacuation drills are understood by the childminder and assistants, and practised regularly.

### It is not yet outstanding because:

- The childminder does not focus sharply enough on effectively monitoring her assistants to raise the quality of the assistants' practice to the highest level.
- At times, the childminder and assistants do not capture learning opportunities to present even more challenge to older and most-able children.

## What the setting needs to do to improve further

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

- strengthen and support the assistants' professional development more effectively and provide a sharper focus on teaching and learning that increases the potential to achieve excellent outcomes for children
- focus teaching more to challenge and extend older children's learning further.

### Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this had on the children's learning.
- The inspector spoke to the childminder, her assistants and children during the inspection.
- The inspector looked at a sample of relevant documentation with regards to children's welfare and safety, including evidence of the suitability of persons living and working in the household.
- The inspector completed a joint observation of an activity with an assistant.

**Inspector**  
Lesley Bott

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants have a solid understanding of how to recognise if a child is at risk of harm. They know what action to take if they have any concerns about a child's well-being. Attendance at regular training ensures that the childminder and assistants are up to date with their knowledge around safeguarding. The childminder effectively develops some aspects of her provision based on professional development opportunities, as both herself and assistants attend mandatory training courses. This keeps their knowledge up to date. Outcomes for children are good. The childminder uses the two-year-old progress check to check for any gaps in children's development and to plan for their future learning.

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

The childminder and assistants interact well with children. They use their good knowledge of children's interests to plan experiences the children enjoy. Children display curiosity and enthusiasm when exploring new activities, such as printing with various vegetables. They correctly identify the different vegetables and make independent choice about the paint colours to use. This helps to promote children's mathematical development as they talk about the colours and shapes they have printed. Children use a good range of tools and materials, such as spades and forks, to dig in the soil to find the vegetables. They talk about where root vegetables come from, such as potatoes and carrots. The childminder provides children with many opportunities to create and use their imagination. Younger children enjoy feeling different textures as they play with the cooked spaghetti. Older children enjoy many art and craft activities.

### Personal development, behaviour and welfare are good

Children are happy, sociable and clearly enjoy their time at the setting. They follow the positive examples provided by the childminder and her assistants to build good social skills, for example, they use 'please' and 'thank you' when asking for help. The childminder supports children effectively to carry out tasks. This helps children to develop a sense of responsibility. Children work together to help to tidy up toys and equipment. They confidently place the toys and equipment back into their appropriate boxes or baskets. The childminder supervises children well and quickly responds to their physical needs. She uses a listening device to monitor sleeping babies closely, and nappies are promptly changed to help keep children comfortable and clean.

### Outcomes for children are good

All children make good progress in readiness for their next stage of learning, such as school. Younger children learn to be independent and complete simple tasks safely on their own, such as feeding themselves at mealtimes. Older children use cutlery competently. Early literacy and mathematical skills are supported well. Children have opportunities to learn about letters and the sounds they represent. They practise mark making, and identifying and writing their name.

## Setting details

<b>Unique reference number</b>	EY399311
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10059329
<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>	0 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	28 March 2014

The childminder registered in 2009 and lives in Longsdon, Stoke on Trent. She works Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder receives funding to provide free early education for three-year-old children. She holds early years teacher status. The childminder works with three assistants on a part-time basis.

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