

Childminder report

14 Hacketts Lane, Eckington, PERSHORE, Worcestershire WR10 3DG



Inspection date	10 October 2018
Previous inspection date	9 January 2014

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 well organised. Both her and her assistant effectively implement a range of records, documents and policies that supports their good practice. Children's safety and welfare are promoted at a good level.
- The childminder and her assistant are warm, friendly and kind. They get to know children well from the outset. Children form positive bonds with the childminder and her assistant. They are settled, happy and content in their care.
- The environment is welcoming, bright and very well resourced indoors and outdoors. Children have access to toys and equipment that help to promote different aspects of their learning. They are motivated to play, explore and learn.
- Overall, the childminder and her assistant are good teachers. They routinely observe children, identify the key next steps in their development and provide activities that help to promote their individual learning needs. All children make good progress.
- The childminder and her assistant promote positive behaviour within their home. They have simple house rules and they gently remind children of their expectations. Children listen and respond to them and learn to behave well.
- Partnerships with parents and other providers are good. The childminder shares a detailed two-way flow of information between the setting, home and other settings children attend. This helps to promote continuity in children's care and learning.

It is not yet outstanding because:

- The childminder and her assistant do not always manage transitions between the daily routines and activities as well as possible. Sometimes the length of time taken and their focus on practical tasks unnecessarily disrupts children's play and learning.
- The childminder and her assistant do not consistently provide arts and craft activities that are rich, varied and imaginative. For example, on occasion they are too overly directed and highly focused on an end product. Children do not yet gain excellent skills in being creative.

What the setting needs to do to improve further

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

- review how the transitions between daily routines and activities are managed to help minimise the disruption to children's play and learning
- expand the range of activities to make them more rich, varied and imaginative, particularly arts and craft activities to help promote children's skills in being creative at the highest level.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder and her assistant.
- The inspector looked at the records, documents and policies available.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant.
- The inspector sought the views of parents from the written evidence provided.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder's home is secure. The childminder conducts daily cleaning and safety checks of all areas in use. This helps to minimise hazards. The childminder and her assistant have a sound knowledge of safeguarding legislation. They know how to manage different types of child protection concerns. This helps to protect children from harm. The childminder supervises her assistant closely. The childminder and her assistant conduct research and access training. This helps them to keep their knowledge up to date. The childminder reflects carefully on the provision, including the views of her assistant, parents and children. She sets clear goals to help continually develop practice and achieve good standards.

Quality of teaching, learning and assessment is good

The childminder and her assistant foster children's learning through a good balance of child-led and adult-initiated activities. For example, they provide children with sensory experiences in the garden, such as soil and water play. The childminder and her assistant add a range of tools, they comment on what children are doing and give them explanations to aid their learning. This helps to develop children's understanding of the world. Children delight in self-chosen imaginative activities. For example, they make use of props to pretend they are builders in a workshop. They also explore a range of small world play resources, such as vehicles, play people and animals. The childminder and her assistant talk to them about what they are doing, ask questions and help them to expand on their ideas. The childminder has a good overview of the progress children make. This helps to ensure no child falls behind.

Personal development, behaviour and welfare are good

The childminder and her assistant are sensitive to children's individual care needs and ensure these are met. The childminder and her assistant provide children with nutritional and well-balanced snacks and meals. They advocate plenty of outdoor play. Children enjoy learning to climb on the climbing apparatus and swing on the swings. They also rigorously promote good cleanliness and hygiene routines. Children gain a good understanding about the benefits of living healthy lifestyles. The childminder and her assistant promote inclusivity and equality. They find out about children's home lives and help them learn about different traditions and customs. Children learn about the importance of mutual respect, acceptance and tolerance.

Outcomes for children are good

Children gain all the essential skills they require to move on to the next stage of their learning and eventually school. For example, children are curious and inquisitive. They are confident and independent. Children can make choices about what they want to do and begin to manage their care needs from an early age. Children are good communicators. They can express their needs, thoughts and ideas in a range of ways. Children learn to take turns, share and engage in activities together. Children develop good skills in literacy and mathematics. For example, they enjoy making marks with paint and sharing stories with the childminder. They also enjoy finding out about numbers, filling and emptying different sized containers and sorting out shapes.

Setting details

Unique reference number	EY463006
Local authority	Worcestershire
Inspection number	10059898
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	12
Number of children on roll	34
Date of previous inspection	9 January 2014

The childminder registered in 2013 and lives in Worcestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband as her full-time assistant.

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