

Childminder report

Inspection date	17 October 2018
Previous inspection date	12 February 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 provides children with a stimulating and well-resourced learning environment. Children have lots of fun and participate enthusiastically in the many exciting learning opportunities available.
- The childminder has a good understanding of how children learn and develop. She regularly observes children and has a good knowledge of each child's current stage and interests. The childminder uses this to plan activities to support their next steps in learning.
- The kind and positive childminder warmly helps children to build strong bonds with her. She spends plenty of time joining in with their play and is attentive to their care needs. Children are happy, confident and settle well.
- The childminder networks regularly with other childminding colleagues. This helps her to reflect on her practice and identify any areas for improvement.

It is not yet outstanding because:

- The childminder does not make the most of her strong partnerships with parents to encourage them to continue to support children's learning at home.
- Although assessments show children's current levels of achievement, their gradual progress is not always clear, particularly to help identify any gaps in specific areas of learning to support them to make even more rapid progress.

What the setting needs to do to improve further

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

- provide parents with ideas and suggestions of how they can support their child's learning at home
- review assessment processes to show clear progression of children's development over time.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Julie Preston

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder identifies and successfully minimises potential risks in her home and garden. She keeps her safeguarding knowledge up to date and is clear of the signs of abuse and neglect. The childminder further supports children's safety by completing regular risk assessments for the home and outings. Parents value the quality of care and learning the childminder provides. They are given regular updates on their child's development and receive information on a daily basis about what their children have enjoyed and participated in. The childminder also liaises with other settings children attend and during transition to school to enable them to further promote children's progress.

Quality of teaching, learning and assessment is good

Children make good progress from their starting points and the childminder understands the importance of focusing on children's interests and abilities to help engage them in play and learning. The childminder plans well and offers children opportunities that help to reinforce their learning. For example, children enjoy recreating the pumpkins they made using dough and a variety of different materials to facilitate this. The childminder adapts activities well so that children of different ages actively join in. She asks questions and engages children in purposeful conversations. She is skilled at understanding when to allow children space to lead their own play and activities, to explore their own outcomes.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment for children and is a positive role model. She provides children with lots of praise and encouragement to increase their confidence and self-esteem successfully. Children behave very well, they are independent and develop good self-care skills. The childminder helps children to learn about the world around them and respect the needs of others. She plans activities to learn about festivals throughout the year and children taste different cultural food. Children learn to adopt a healthy lifestyle. For example, children follow good hygiene routines, have regular opportunities to be active and are provided with healthy meals provided by their parents.

Outcomes for children are good

Children are developing a positive attitude towards learning. They are motivated, excited to learn and sustain their concentration well on activities they enjoy. They make choices and lead their play confidently. The childminder supports children to make good progress through her observation and assessments. As a result, children are developing key skills in preparation for their future learning, including their move on to school.

Setting details

Unique reference number	205071
Local authority	Worcestershire
Inspection number	10071425
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 February 2015

The childminder registered in 1983 and lives in Kidderminster, Worcestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

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