

Childminder report

Inspection date	19 October 2018
Previous inspection date	20 November 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 evaluates her practice well. She gathers the views of parents, children and other early years professionals as part of her self-evaluation.
- The childminder quickly identifies when children are slower to develop some skills in their learning. She works closely with parents to help develop a programme of support to enable children to catch up.
- Partnership with parents is strong. The childminder encourages parents to contribute well to their children's assessments. She keeps them well-informed about their children's rate of progress and how they can support their learning at home.
- Teaching is strong and focuses precisely on children's next steps. Children make good progress from their starting points.
- Parents report that children love coming to the childminder's home. Children have strong bonds with the childminder. The standard of care is high, and the childminder is attentive to children's care needs, including managing any medical conditions.

It is not yet outstanding because:

- The childminder does not effectively identify children's learning styles through her ongoing assessments to enable her to precisely plan for these.
- The childminder has not yet developed highly effective partnerships with the staff at other settings children attend to fully promote continuity in their care and learning.

What the setting needs to do to improve further

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

- strengthen ongoing assessment to precisely identify children's learning styles and use this information to fully inform planning
- work in closer partnership with staff at other setting's children attend to exchange more detailed information about their care and learning needs.

Inspection activities

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

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of leadership and management is good

The childminder has a strong commitment to professional development. She undertakes monthly training to help improve her practice and knowledge. For example, the childminder has developed her skills of how to promote children's early writing skills from a recent training course. She now provides more opportunities for children to build the muscles in their arms and hands to help them grasp pencils to write with as they get older. Safeguarding is effective. The childminder keeps children safe in her home. For instance, she covers the sharp edges of her fire surround to help minimise the likelihood of injuries if children were to fall on it. The childminder is knowledgeable about how to protect children from harm and how to report concerns about their welfare.

Quality of teaching, learning and assessment is good

The activities the childminder provides are interesting and build on children's interests. This helps to promote their enjoyment in learning. For example, the childminder develops children's fascination of role play. She uses a range of toys to set up a pretend tea party for the children. The childminder encourages children to pour water from a teapot to a cup, demonstrating how to do this first. This helps children to develop their physical skills. The childminder interacts with the children well during the activity. She asks them open-ended questions that encourages them to respond and extend their play ideas.

Personal development, behaviour and welfare are good

The childminder's home is a stimulating learning environment for children, inside and outside. Since the last inspection, she has increased the opportunities for children to choose and lead their own play. For example, she has made toys more accessible to the children. The childminder effectively manages children's behaviour. She helps them to learn tolerance for others and follow rules, such as learning how to solve their own conflicts and share popular toys. The childminder promotes children's good health throughout the daily routines. She encourages children to wash their hands prior to eating and provides opportunities for children to be active and get fresh air.

Outcomes for children are good

Children make typical progress for their age and are learning the skills they need for the next stage in their learning, including school. Older children can count in sequence beyond 10 and younger children can use some mathematical language, such as 'more' or 'less'. Children can recognise some letters and listen to the sounds that the letters represent in words.

Setting details

Unique reference number	209654
Local authority	Staffordshire
Inspection number	10059424
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 November 2014

The childminder registered in 2000 and lives in Newcastle-under-Lyme, Staffordshire. She operates from Monday to Friday, from 7.30am to 6pm, all year round, except for family holidays.

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