

Childminder report

Inspection date	16 January 2019
Previous inspection date	11 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

This provision is good

- The childminder is well qualified and has a good understanding of how young children learn. He is committed to providing children with good-quality learning experiences and individualised care. As a result, children are active learners who are keen to play and explore.
- Children have established strong bonds and attachments with the childminder, which helps to support their emotional well-being. The childminder provides a friendly and inviting environment. Consequently, children are very happy and settled in her care.
- The childminder evaluates the service he provides to identify any areas for development. He considers the views of his co-childminder, parents and children. These reflections help him to drive improvements and to focus on raising outcomes for children.
- Children develop great independence and self-care skills. For example, they dress and undress with very little support.
- Partnerships with other settings that children attend are good. Information about children's learning is shared effectively, to ensure children's individual learning needs are met.
- Although the childminder works well with parents, information gathered from them is not used effectively to identify what children can already do when they first start at the setting.

What the setting needs to do to improve further

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

- gather more detailed information from parents when children join, including information about children's prior knowledge and skills, to help plan precisely for their next steps in learning from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and sampled the childminder's policies and procedures.
- The inspector spoke with the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector checked the suitability of the childminder and members of the household.

Inspector
Trisha Turney

Inspection findings

Effectiveness of leadership and management is good

The childminder implements and sustains a wide range of policies and procedures that underpins his practice and helps to ensure he maintains a safe and secure home. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. Overall, partnerships with parents are good. The childminder keeps parents well informed about their children's activities and the care they receive. Parents are very positive about the quality of care and learning, and comment that the childminder goes 'above and beyond'. The childminder's accurate assessments of children's learning enable him to quickly check for gaps in their progress and make sure they receive a wide range of experiences. He seeks regular training opportunities to develop the quality of his practice and nurture children to even higher levels of achievement.

Quality of teaching, learning and assessment is good

The childminder knows children well and carefully focuses his teaching on what they need to learn next. He skilfully seizes opportunities to suggest ideas and extend learning. For example, when part of a toy breaks, the childminder suggests they remove the broken part, so they can continue to play with it. He demonstrates how to use tools safely and children are soon using screwdrivers competently. Children develop physical coordination and concentration as they proudly complete this challenging task. Children clearly enjoy taking the lead in their play. They confidently explore the environment and available resources. When children choose balls to play with, they invite the childminder to join in a game with them.

Personal development, behaviour and welfare are good

The childminder is an attentive teacher and good role model. Children behave well. The childminder takes children on regular trips out to develop their understanding of the local community. For example, they visit local parks or meet others at childminding groups. This helps children to develop their social skills as they join in activities with other children. Children are learning the importance of developing a healthy lifestyle. They benefit from healthy meals and snacks. There are lots of opportunities for them to be physically active in the fresh air.

Outcomes for children are good

Children are making good progress in their learning. For example, they develop good social skills, such as learning to share and take turns. Children have plenty of opportunities to develop key skills in early mathematics. They are beginning to use number and size language as they play. Children are responsive to new ideas and listen to the childminder. They take responsibility for small tasks, such as tidying away resources when they have finished with them.

Setting details

Unique reference number	EY464109
Local authority	Staffordshire
Inspection number	10071284
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	24
Date of previous inspection	11 February 2015

The childminder registered in 2013 and lives in Burntwood. He operates from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. He provides funded early education for two-, three- and four-year-old children. He works alongside a co-childminder.

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