

Childminder report

Inspection date	18 February 2019
Previous inspection date	21 October 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

This provision is good

- The childminder is proactive in reflecting on aspects of her practice and has a positive attitude towards making changes, to improve the quality of the provision. As a result, outcomes for children are good.
- The childminder assesses children's development accurately. She is astute at recognising gaps in their learning and development and is tenacious in her approach to tackling these. Children receive the help and support they need to catch up with their peers.
- The childminder has developed and maintains good partnerships with other professionals involved in children's lives. She makes sure all parties work together to meet children's individual needs.
- Children are relaxed and happy in the childminder's care. They have strong attachments to her and enjoy her company.
- The childminder works hard to make sure parents are well informed about her provision and their children's progress. She uses communication methods that encourage parents to get involved and take an active role in helping their children learn.
- Although the quality of teaching is consistently good, the childminder has not developed her knowledge and understanding deeply enough to make sure planning and teaching are always highly effective and children consistently achieve rapid progress, in preparation for their future learning and school.

What the setting needs to do to improve further

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

- enhance professional development, to build a deep knowledge and understanding of the curriculum and skills in planning highly effective activities and experiences that result in children making exceptional progress in preparation for the next stage of their learning.

Inspection activities

- The inspector observed the quality of teaching.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to childminder and children at appropriate times throughout the inspection.
- The inspector reviewed a range of documentation, including children's records.

Inspector

Ruth Rothwell

Inspection findings

Effectiveness of leadership and management is good

The childminder has dedicated herself to making significant improvements in the management and organisation of her provision. This has had a positive impact on the progress children make. For example, she has reduced the numbers of children attending, in line with requirements, to increase the amount of time and attention each child receives. The childminder has a secure knowledge of how to protect children's well-being and keep them safe. She knows how to recognise when a child may be at risk and the steps to take to keep them from harm. Safeguarding is effective. The childminder has developed effective partnerships with other professionals, such as health visitors, speech therapists and other settings children attend. She makes sure that her work complements and builds on the experiences children have elsewhere. The comprehensive range of policies and documentation is well maintained and underpins the good management of the provision. Parents speak highly of the childminder, reporting that she is, 'reliable, fun, loving, professional and above all else, caring'.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of each individual child in her care. She establishes accurate starting points for their learning by making her own observations and asking parents and key persons in other settings to share what they know children can already do. The childminder finds out about children's interests and uses these as a basis for their learning. For example, children who have a particular interest in vehicles are helped to match numbered cars to correspondingly numbered parking bays, to develop their mathematical skills. The childminder has a natural teaching style, demonstrating, explaining, encouraging and questioning as children play. She sets them appropriate challenges to build on their knowledge and skills. For example, as children play a board game together, she encourages them to count numbers to a higher level each time.

Personal development, behaviour and welfare are good

The childminder makes sure children are engaged and interested in their activities and, as a result, children consistently behave well. When minor conflict occurs, she manages this well, distracting children and speaking calmly to them to explain the consequences of their actions. There is a positive learning environment. There is a wide range of resources, which is easily accessible to children. They make choices for themselves about what to play with. There are plenty of opportunities for children to develop their physical skills, both inside and outdoors. Children's individual needs are well met, particularly when children show signs of having special educational needs and/or disabilities.

Outcomes for children are good

Children make consistently good progress from their starting points and are developing the skills, knowledge and attitudes they need to be well prepared for school. They enjoy learning and show pleasure in their achievements. They have very good levels of concentration, engaging with activities, such as board games, for extended periods. Children are developing a good understanding of diversity. They enjoy activities such as visiting a local Chinese restaurant for a meal.

Setting details

Unique reference number	EY259042
Local authority	Staffordshire
Inspection number	10094571
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 October 2014

The childminder registered in 2003. Opening hours are Monday to Thursday from 7.30am until 5.45pm, however, the childminder offers flexibility beyond these hours to suit the needs of individual families. She operates her provision all year round, with the exception of family holidays and Christmas. Funding for early years education is available for three- and four-year-old children.

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