

# Childminder report

<b>Inspection date</b>	8 March 2019
Previous inspection date	22 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children play and learn in a welcoming and well-planned environment. They particularly enjoy accessing the spacious outdoor area where they develop their physical skills and explore an interesting range of toys and resources.
- The childminder extends children's vocabulary effectively and promotes children's communication and language skills well. She makes storytelling sessions interesting and encourages children to discuss what is happening in the story.
- The childminder encourages children's growing independence. For example, children put on their coats and boots before they play in the garden and help to put away toys after they have finished playing with them.
- The childminder makes regular observations and tracks individual children's progress to assess their development and identify any gaps in their learning. She shares this information regularly with their parents to promote continuity in their care.
- Parents contribute information about what their child can do when they start. The childminder uses this information to help her make assessments of children's progress.
- The childminder does not always effectively promote sharing information with other settings that children have attended to help promote continuity in their care and learning.
- The childminder has not considered all ways to provide even further levels of challenge and to help children become deeply engaged in their play and activities.

## What the setting needs to do to improve further

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

- develop more effective ways to share information about children's learning and progress with other settings children have attended, to further promote continuity in their learning
- identify and provide further challenge during children's activities to help them make the best possible progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities.
- The inspector held discussions with the childminder and spoke to the children.
- The inspector jointly observed and evaluated an activity with the childminder.
- The inspector looked at a sample of policies, procedures and documents relating to the suitability of the childminder. She looked at children's records.
- The inspector took an account the views of parents through their written comments.

#### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder completes child protection training to ensure that her knowledge is current and relevant. She has a secure understanding of how to deal with concerns about children's welfare. The childminder evaluates her practice well to make positive changes for children. She effectively drives forward improvement. For example, she has recently added a play kitchen and musical instruments to the outdoor play area so that children have more outdoor play opportunities. There are strong partnerships with parents in place. Parents comment positively about the service that the childminder provides.

### Quality of teaching, learning and assessment is good

The childminder knows the children well and plans activities that promote their learning. She talks with children and provides a commentary for them as they play, describing what they are doing. Children develop their speaking skills and copy the words and phrases the childminder models for them. The childminder plays alongside children and introduces simple mathematical vocabulary during songs and daily activities. She encourages children to match movements to songs and use shakers to beat out the rhythm to music. Children confidently make choices in their play and become independent learners. They explore natural resources and enjoy imaginative play. For example, they make pretend meals and set out cups and saucers.

### Personal development, behaviour and welfare are good

Children have easy access to a large garden where they enjoy being physically active. They choose from a range of activities; for example, they play on the slide, use the play kitchen and make musical sounds with wooden spoons and empty tin cans. The childminder is a positive role model for the children and has a calm and caring manner which helps children feel safe and secure. The childminder effectively promotes children's positive behaviour. They listen to the childminder and gain a growing understanding of how to consider the needs of others. Children enjoy frequent outings to their local community. They visit local woodland areas where they enjoy linking what they see to their knowledge of books and literacy. The childminder ensures that children dress warmly in preparation for outdoor play. They benefit from the fresh air and physical exercise this provides.

### Outcomes for children are good

All children are making good progress in their learning. Younger children are curious as they explore the texture of coloured rice. They enjoy the sensation of trickling this through their fingers with their hands and learn how to scoop the rice into containers. Children enjoy dancing, and sing alongside action songs which helps promote their communication skills. They develop good physical skills as they move their bodies to the rhythm and explore the childminder's garden. All children acquire the skills they needed to move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY355989
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10073919
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	22 February 2016

The childminder registered in 2007 and lives in Hednesford, Staffordshire. She operates all year round from 7.15am to 6pm, Monday to Saturday, except for family holidays. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate  
Store Street  
Manchester  
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