

Childminder report

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| Inspection date | 23 April 2019 |
| Previous inspection date | 17 March 2016 |

| 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 knows the children in her care well. She has a good understanding of how children develop and uses her knowledge to observe and assess children's development. The childminder uses children's interests and play preferences to plan for their further progress and identify any gaps in their development.
- The childminder is good at building relationships with parents and others involved in children's care. She works closely with parents and other professionals to help children achieve and to promote consistency in their learning. Children's learning experiences are enhanced as the childminder builds on experiences from home and other settings they attend.
- Children are provided with stimulating learning opportunities, which contributes to the good progress that they make. The childminder offers children affection and support, and is attentive to their individual needs.
- The childminder promotes children's safety effectively and keeps them safe in her home and the local community. She talks to children about road safety, and ensures they walk to and from school safely.
- The childminder accesses a wide range of training opportunities and researches new legislation, which enhances her skills and knowledge and develops her childminding practice.
- On occasions, the childminder does not make the best use of opportunities to develop children's mathematical skills further.
- At times, children who prefer to play and learn outdoors do not benefit from a broader range of activities and experiences like children benefit from indoors.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their knowledge of early mathematics
- enhance the range of activities provided outdoors to support children who choose to play and learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector completed a joint observation 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 took account of the written views of parents and those spoken to on the day of the inspection.

Inspector

Susan Rogers

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder attends safeguarding training and knows how to respond effectively if she has concerns regarding a child's care. She is fully aware of her responsibility to protect children. The childminder communicates well with parents about their children's individual needs. This provides an effective two-way flow of information to support a consistent approach to children's learning. The childminder uses self-evaluation to develop her practice and raise the quality of the service she is providing. She gathers the opinions of parents and actively includes them in their children's learning and care. She networks with other childminders to share positive practice and new developments.

Quality of teaching, learning and assessment is good

The childminder is knowledgeable about the children in her care and interacts well with them as they play. The childminder supports children well in developing their communication skills. She models speech effectively, and uses props and toys to further extend children's recognition of words and objects. Children enjoy sharing books and reading stories with the childminder. They are encouraged to join in singing activities and use actions to provide more meaning. This helps to develop children's listening and attention skills. The childminder encourages children to use their imaginations as they play. For example, she encourages them to improvise while they are playing by using shape sorter pieces as pretend food for animal figures, which helps to bring their ideas to life. The childminder plans an interesting range of activities for older children who attend during the school holidays.

Personal development, behaviour and welfare are good

Children learn about their wider community. They visit the local library, use the local shops, and walk to nearby fields where they learn about animals and wildlife. Children behave well and the childminder models the use of good manners. For example, she encourages children to use 'please' in their conversations. Children develop their small-muscle skills as they use jigsaws and activity toys and place items in a shape sorter. The childminder is enthusiastic and offers lots of praise for all their achievements. The childminder promotes a healthy lifestyle and ensures that children have healthy food and drinks.

Outcomes for children are good

Children are motivated to learn and make good progress. They are confident and are acquiring the skills they need for the next stage in their learning. Children learn to play cooperatively with each other and are independent. Younger children persevere with tasks and spend time working out how interactive toys work by pressing buttons to make different sounds. Younger children can identify many of their familiar toys and objects, and are starting to make themselves understood with their communication skills.

Setting details

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| Unique reference number | 401983 |
| Local authority | Staffordshire |
| Inspection number | 10072904 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 11 |
| Total number of places | 6 |
| Number of children on roll | 14 |
| Date of previous inspection | 17 March 2016 |

The childminder registered in 2001 and lives in Cheslyn Hay, Cannock. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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