

# Childminder report

<b>Inspection date</b>	23 May 2019
Previous inspection date	23 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 organised. She has a clear understanding of her key responsibilities. This helps her to promote children's safety and well-being at a good level.
- The childminder uses the settling-in procedure to get to know children and their families well. The childminder is kind, caring and friendly. She is sensitive to children's care needs. Children form close relationships with her and are content.
- Children make good progress in their development. The childminder makes good assessments of their abilities. She provides a range of activities to meet their learning needs.
- Partnerships with parents are good. The childminder liaises closely with parents and any other providers involved in children's education. This helps to promote continuity for children between home, the setting and other provisions they attend.
- Children who prefer to play outside do not consistently benefit from excellent learning opportunities in their preferred environment. There is scope for the childminder to enhance and extend the use of outdoor play.
- The childminder does not make the best use of professional development as she does not keep her knowledge as up to date as possible and increase her teaching skills to the highest level.

## What the setting needs to do to improve further

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

- extend the use of outdoor play to help provide children who prefer to be outside with consistently excellent learning opportunities
- make the best use of professional development and keep all knowledge as up to date as possible to help increase teaching to the highest level.

### Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder at appropriate times.
- The inspector looked at documents, records and policies available on the day of the inspection.
- The inspector took account of the written views of parents.
- The inspector checked evidence of the suitability and qualifications of the childminder.

**Inspector**  
Rachel Burt

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder implements a range of records, policies and documents that help to support her safeguarding practice. The childminder has a good understanding of child protection issues. She can identify different types of child abuse or neglect and knows what to do if she has a concern about the welfare of a child. The childminder's house is clean, tidy, well maintained and secure. She carries out regular risk assessments to ensure the suitability of all areas. The childminder maintains her first-aid qualification. This helps her to keep children safe. The childminder reflects on her own practice, considering the views of those who use her service.

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

Overall, the childminder is a good teacher. She is warm, positive and encouraging. The childminder routinely observes children and assesses their progress. The curriculum is broad and varied, particularly inside. Children have fun and enjoy attending. For example, they persevere in completing puzzles and develop problem-solving skills. They giggle with delight when they identify the people and animals on a puzzle. Children listen attentively as the childminder reads to them and they recall familiar stories with confidence. This helps to promote their communication, language and literacy skills.

### Personal development, behaviour and welfare are good

Children show good levels of self-confidence and self-esteem. The childminder teaches children to behave well; she reminds them of expectations and boundaries. Children use good manners. They share, take turns, listen to one another and support each other in their play. The childminder promotes children's independence in managing their self-care from an early age. For example, they clean their hands before mealtimes. The childminder provides children with nutritious snacks and meals. She helps them to make healthy choices when choosing their own meals. For example, she talks to them about eating fruit and vegetables.

### Outcomes for children are good

Children make good progress from their starting points. Children are motivated to explore, play and learn. They develop good skills in communication, language and literacy. For example, they enjoy singing the 'alphabet song' with the childminder. This helps to build on their understanding of letters and the sounds they make. Children acquire good skills in mathematics. For example, they can confidently count to 10 and beyond. Children develop the skills they need for their next stage of learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY466857
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10072003
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	23 September 2015

The childminder registered in 2013 and lives in Tamworth. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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