

Childminder report

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| Inspection date | 4 June 2019 |
| Previous inspection date | 14 June 2016 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Good | 2 2 |
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| 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 assesses children's skills and knowledge accurately when they first attend her setting. She works closely with parents to gather a detailed picture of children's abilities and routines when they join. Parents are extremely complimentary about the care and education their children receive. They say the childminder and her assistant have a 'major positive impact' on the development of their children.
- The childminder and her assistant both have a fun, outgoing, kind and caring manner. Children show they feel safe, secure and very well settled. They behave extremely well and play alongside each positively and enjoy helping each other.
- Children benefit from an inviting and welcoming play environment that is well organised to meet their needs. They easily choose from a wide selection of toys and equipment in the well-resourced playroom. The children also have the advantage of accessing a large mature garden with an abundance of resources, including large climbing equipment.
- The childminder observes children during activities and routinely monitors progress by tracking their development. This enables her to identify any gaps in learning and provide additional support. She has highly effective partnerships with other childcare professionals to provide a consistent approach in children's care and learning.
- The childminder has not yet fully developed highly robust systems to monitor the practice of her assistant and build on the already good practice.
- The childminder does not make the most of all opportunities to extend children's understanding of the importance of healthy eating.

What the setting needs to do to improve further

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

- expand the system for monitoring the work of the assistant, to build on the good practice and raise the quality of teaching to an outstanding level
- create more opportunities for children to learn about healthy eating.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and her assistant.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, such as records of children's learning and development and a selection of policies and procedures.
- The inspector took account of the views of parents through written feedback provided.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of her assistant and persons living in the household.

Inspector
Johanna Holt

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant attend regular child protection training. They both have a good understanding of their responsibilities to keep children safe and where to report any concerns about children's welfare. The childminder monitors children's progress effectively so any gaps in learning are swiftly identified and appropriate support is sought. The childminder has established strong partnerships with parents and other childcare professionals. She has regular meetings with the local pre-school where some children also attend, to discuss their development and progress. This ensures a consistent approach for the children which supports them in their learning. The childminder and her assistant make effective use of opportunities for professional development, such as online courses.

Quality of teaching, learning and assessment is good

The childminder and her assistant know the children well. Children invite them to join in with their play and enjoy sharing their experiences with them. The children are taken on regular outings where they have opportunities to interact with other children and develop good social skills. They go to events at the local pre-school and to the woods, where recently they have been involved in planting wild flowers. The childminder and her assistant successfully engage children in a good range of activities that are planned to take account of their interests and identified next steps in learning. They make musical shakers using plastic bottles and a variety of different resources. The childminder encourages children to learn about mathematics as they count the items they place in the bottles. They make comparisons between size and shape. Children are learning about the world around them. They have planted tomato seeds which have grown into plants. Now they are waiting for tomatoes to grow, so they can eat them.

Personal development, behaviour and welfare are good

The childminder and her assistant are good role models. They offer children lots of gentle reassurance and praise. Children behave well. They have warm, close relationships with both the childminder and her assistant. They go to them for reassurance and cuddles during their play or when they are tired. Children's good health is promoted well. They are taught to wash their hands after messy play and before eating. They are provided with a range of healthy snacks. Children develop a practical sense of responsibility as they help the childminder tidy away before starting another activity. The assistant sensitively adapts her approach to ensure that children who are less able to help can still be involved, and receive praise when they achieve it.

Outcomes for children are good

All children are making good progress in development for their age, with some starting to meet the early learning goals. They are resilient and confident individuals who are motivated to explore and learn. Children are developing excellent early writing skills and can independently write their names. They can recognise letters and their sounds and read simple words. The childminder and her assistant support children with counting in their play. Young children can confidently count to 10. Children are well prepared for their future learning and for starting school.

Setting details

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| Unique reference number | EY379016 |
| Local authority | Staffordshire |
| Inspection number | 10074152 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 11 |
| Total number of places | 6 |
| Number of children on roll | 21 |
| Date of previous inspection | 14 June 2016 |

The childminder registered in 2008 and lives in the Branston area of Burton-on-Trent, Staffordshire. She works alongside an assistant and operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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