

Childminder report

Inspection date	24 June 2019
Previous inspection date	7 February 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 obviously enjoys her role and is committed to providing children with the best possible start. She works closely with children and their families and offers them support and additional help when needed.
- The childminder reflects on her practice and can identify areas where she wants to make improvements. She discusses these with her assistant and they work together to implement changes to raise the quality of the provision.
- Children enjoy lots of opportunities to play and learn in the fresh air. They hunt for bugs in the childminder's garden and search for frogs in the frog pond. They enjoy outings to the park where they use equipment, such as a small zip wire, to help to develop their physical and climbing skills.
- Children's behaviour is generally good. The childminder encourages good manners and children learn to say please and thank you. Children are beginning to learn how to share, take turns and be respectful of their friends.
- Parent partnerships are good. The childminder shares information with them, either through an online system or an individual daily diary. Parents are happy with the care their children receive. They say that children settle well and take part in lots of activities. They are happy with the information that the childminder shares with them.
- Children enjoy looking at books and listening to stories. They listen intently as the childminder reads to them using intonation and expression. They know that the little girl in the story cannot have a bath because the tiger drank all of the water in the tap.
- Occasionally, the childminder misses opportunities to fully extend activities to help children make even more progress.
- Resources are not always stored to enable children to easily choose the activities that they want to play with.
- The childminder does not always monitor the assistant's practice well enough to ensure that it is of a consistently high standard.

What the setting needs to do to improve further

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

- use every opportunity to fully extend activities so that children make the best possible progress in their learning
- organise resources and activities so that children are able to easily choose what they want to play with
- monitor the assistant's practice so that it is consistently of a high standard.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Rebecca Johnson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is knowledgeable about child protection concerns and understands the procedures to follow. She shares information with other professionals to ensure that children receive the help that they need. The childminder knows the signs to be aware of, including wider safeguarding issues such as preventing children from being drawn into extreme situations. She provides children with a safe and secure environment in which to play and learn. The childminder recognises the importance of continuing her own professional development, and that of her assistant. She shares information with other childminders through an online forum to ensure that she keeps up to date with any changes. The childminder provides a summary of children's achievements with other settings children also attend and with schools children move on to. This helps to ensure continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care well. She recognises their interests and abilities and knows what they need to learn next. She makes observations and assessments of children's development and shares these with parents to help them to continue with their child's learning at home. The childminder plans activities that she knows will support children's next steps in their learning. Children develop their imagination. They pretend to talk on a mobile phone. They put the phone to the doll's ear as they hold a conversation using simple words. Children enjoy taking part in craft activities. They eagerly draw pictures using felt pens. They develop their creations as they use copious amounts of glue to stick on pom-poms, sequins and feathers.

Personal development, behaviour and welfare are good

Children show an obvious enjoyment of being with the childminder. They actively seek her out and sit close by her for reassurance or a cuddle. The childminder is attuned to children's emotions. She instantly recognises when children need additional reassurance or are tired. Children's health is promoted well. They enjoy healthy snacks of fruit and home-cooked meals. The childminder encourages those children who are not good eaters to try their vegetables. She tells them that their favourite superheroes eat vegetables to help them to grow big and run fast. The childminder teaches children about other cultures. Children pronounce the words to familiar songs correctly as they sing in Spanish. The childminder provides lots of praise and encouragement, which raises children's self-esteem.

Outcomes for children are good

Children make good progress from their individual starting points. They learn the skills that they will need to prepare them for the move on to school when the time comes. Children develop mathematical skills. They count as they balance bricks and know that one more after six makes seven. They concentrate, develop confidence and chat happily to their friends and visitors. They are beginning to become independent in their self-care, such as when they visit the toilet and wash their hands.

Setting details

Unique reference number	EY394991
Local authority	Staffordshire
Inspection number	10106044
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	19
Date of previous inspection	7 February 2014

The childminder registered in 2009. She lives in a rural area in Stourton, West Midlands. The childminder provides care from 7.30am to 6pm, Monday to Friday, throughout the year, except for family holidays. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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