

Childminder report

Inspection date	3 June 2019
Previous inspection date	4 July 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 very well. She uses her knowledge of their interests and developmental needs to plan skilfully for their next steps in learning. For example, when children show an interest in a story about a caterpillar, she provides a range of activities based around this theme that builds on all aspects of their learning.
- Partnerships with parents are effective. Parents are well informed about their child's progress and share positive views about the quality of the setting. They speak very highly about the childminder and the relationships they have built.
- Teaching is consistently good. Children display high levels of engagement and are motivated and eager to learn. They make good progress from their starting points and are well prepared for the next stage in their learning.
- Children benefit from a warm and caring environment. They settle quickly into the setting and develop strong bonds with the childminder, who is caring and attentive to their individual needs.
- The childminder is well qualified and plans effectively for her own professional development. She is committed to continuously building on her knowledge and skills and has been proactive in seeking out a wide range of additional training to help her improve outcomes for children.
- The childminder undertakes regular self-evaluation. She seeks the views of parents and children and uses their feedback to identify and address areas for improvement.
- The childminder completes comprehensive risk assessments and takes positive steps to keep children safe. For example, children wear high visibility vests and are supervised well when they are on trips in the local community.
- The childminder is reflective and has identified that she can support children's learning more effectively if resources are reorganised. However, she has not yet begun to implement this change to enhance children's learning experience further.

What the setting needs to do to improve further

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

- increase opportunities for children to more easily select resources and choose what they want to play with.

Inspection activities

- The inspector had a tour of the premises and viewed the areas used for childminding.
- The inspector spoke with parents and took account of their written feedback.
- The inspector looked at a sample of documents, including policies, children's assessment records and evidence of the suitability of adults living at the premises.
- The inspector conducted a joint observation with the childminder and evaluated the quality of teaching and learning.
- The inspector held a number of discussions with the childminder and spoke with children during the inspection.

Inspector
Justine Cope

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the action to take if she is concerned about the welfare of a child in her care. She understands the procedures to follow if an allegation is made against an adult living or working on the premises. She undertakes regular checks of the premises to ensure that children are protected from hazards and constantly keeps children under close supervision. The childminder monitors children's progress regularly and swiftly identifies any gaps in their learning or the provision. She ensures that her professional knowledge is up to date. For example, she meets regularly with a network of childminders to share good practice and attends regular training courses.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to identify children's starting points when they begin at the setting. She uses this information to assess the progress children make effectively and provide activities to support their ongoing learning from the outset. The childminder uses familiar stories, such as 'The Hungry Caterpillar', to foster children's mathematical and language development. For example, children join in enthusiastically as they count the fruit the caterpillar has eaten and confidently recall the days of the week from the book. Children experiment with a wide range of resources and natural materials. For example, they develop their small-muscle skills as they use wooden pincers to transfer hoops into a bowl.

Personal development, behaviour and welfare are good

The childminder takes children on daily outings, which helps them to learn about their local community. For example, she attends local toddler groups and meets with other childminders so that children can develop their social skills and learn together. Behaviour is good and children play collaboratively. The childminder encourages children to be kind and considerate. She consistently reminds them about their manners and acts as a positive role model. Children learn to be healthy and attend to their own personal needs. For example, they access the bathroom independently and inform the childminder that they have washed their hands afterwards.

Outcomes for children are good

All children make good progress from their starting points. They think critically, make predictions and develop their understanding of the world. For example, during fruit break they look at the pips in the apple and discuss the fruit trees in the childminder's garden. Children develop their personal independence in readiness for school. They learn to fasten their own coats and put their shoes on prior to going outside. Children have good communication and language skills. They learn new words and experiment with sounds and letters.

Setting details

Unique reference number	EY338767
Local authority	Staffordshire
Inspection number	10073727
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 July 2016

The childminder registered in 2006 and lives in Stafford. She operates from 7.30am to 6pm on Monday, Wednesday, Thursday and Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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