

Childminder report

Inspection date	13 May 2019
Previous inspection date	25 February 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 observes and assesses children as they play. She carefully monitors their progress to identify their next steps and any gaps in their learning. The childminder provides a wide range of activities that help children make good progress from their starting points.
- Partnerships with parents are good. The childminder works closely with parents to offer consistency in their learning and to support their child's development. She shares daily information with parents about their children's learning and care routines.
- The childminder promotes children's early speech effectively. For example, she provides a commentary and explanations while children play and explore. This helps to build children's vocabulary and develop clear speech.
- Children learn about positive behaviour. The childminder encourages children to be kind to each other and to take turns as they play and learn.
- The childminder ensures that the spacious environment is safe, secure and welcoming to children. She carries out effective risk assessments of her home and prior to outings in the local community, to promote children's safety and welfare.
- The childminder does not always encourage the children to learn about good hygiene routines, such as washing their hands before eating their snack.
- There are not always routine opportunities for children to extend their learning outdoors, particularly for those children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- strengthen opportunities for children to understand why hygiene routines are important and how they affect their health
- make greater use of the outdoors to further extend children's learning experiences, particularly for those children who prefer to learn outdoors.

Inspection activities

- The inspector observed the childminder interacting with the children and the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed how she evaluated the impact on children's learning.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector sampled documentation, including suitability checks, qualification and training certificates, children's records and policies.
- The inspector looked at parents' written comments and took account of their views.

Inspector

Susan Rogers

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular child protection training to build on her very good knowledge in this area. She understands how to identify and report any child protection concerns. The childminder uses a range of professional development opportunities to make improvements to her practice. She researches new ideas and is skilled at working alongside other professionals and other settings that children attend to provide the best outcomes for children. She networks with other childminders and regularly gathers the opinions of parents so that any improvements made accurately reflect their needs and their children's needs. The childminder regularly attends training and accesses online training opportunities to help her develop her knowledge and skills.

Quality of teaching, learning and assessment is good

The childminder knows the children well and is knowledgeable about how to promote their learning. Children's early literacy skills are well promoted, which inspires their interest in books and stories. The childminder provides a wide range of stimulating resources. Children's enjoyment of storytelling activities is greatly enhanced with the addition of props and toys. Children are fascinated as they put a toy caterpillar into a cocoon and watch as a butterfly emerges from the other side. Children enjoy problem solving and thinking creatively. For example, they use large cones to make an imaginary caterpillar and make pretend food with colourful dough. The childminder encourages children to use their mathematical skills, such as counting the items they use as they play. Children use the doll's house to create pretend scenarios, which helps them develop their speaking skills as they talk about what they are doing.

Personal development, behaviour and welfare are good

Children behave well and are happy and settled. They eagerly approach the childminder to join in their play, which shows they feel safe and secure in her care. Children are confident and choose their own activities. They have lots of opportunities to socialise with other children and adults. For example, children visit local community groups, the park and library. This helps them develop their social skills and awareness of the people in their community. Children develop a strong sense of responsibility and actively place toys in their correct place before snack time and before they go home. Children share, take turns and play together cooperatively. The childminder is a good role model and provides children with clear guidance on expectations for their behaviour. Children enjoy snacks of fresh fruit, which contributes towards their understanding of a healthy lifestyle.

Outcomes for children are good

Children are confident communicators and make good progress from their starting points. They are imaginative and use resources and toys creatively. Children listen attentively as they share stories with the childminder. They develop their small-muscle skills as they use tools such as scissors to cut up dough, and make shapes using moulds. Children develop the skills they need to move forward in their learning and for their eventual move on to school.

Setting details

Unique reference number	209825
Local authority	Staffordshire
Inspection number	10072554
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 14
Total number of places	6
Number of children on roll	15
Date of previous inspection	25 February 2016

The childminder registered in 1993. She operates all year round from 6.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two- and three-year-old children.

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