

Childminder Report

Inspection date

9 June 2015

Previous inspection date

4 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good knowledge and understanding of how to promote children's learning and development. She uses her good teaching skills to identify when to intervene to extend children's learning and when to allow children freedom to play and explore. As a result, children are motivated learners who make good progress towards the early learning goals.
- Children's communication and language skills are excellent. This is because the childminder engages them in conversation, introduces new vocabulary and asks lots of questions. Consequently, children develop very good thinking skills and confidently express their ideas and needs.
- The childminder is a good role model who promotes positive behaviour well. She teaches children how to use good manners, share and respect the needs of others. As a result, children develop good social skills in preparation for their move to school.
- Children develop good attachments to the childminder and excellent relationships with one another. They play games and take on different roles during imaginative play. This helps them to learn how to negotiate and take turns with others.
- The childminder offers a very professional service, regularly reviewing her practice to identify what works well and any areas for further improvement. She values the views of parents and children, gained through questionnaires and verbal feedback. This allows her to continually enhance the quality of her provision.

It is not yet outstanding because:

- Opportunities to fully develop parent's involvement in their child's learning at home are not always maximised.
- Most resources are carefully chosen to help children learn and develop well; however, this is not always the case when they are playing in the garden.

What the setting needs to do to improve further

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

- involve parents more in discussing what their child needs to learn next, so that parents become more confident in how to support their child's learning at home
- enhance children's outdoor experiences by making sure the resources provided help them to learn across all areas of their development.

Inspection activities

- The inspector observed activities and care routines in the playroom, conservatory and garden.
- The inspector observed the childminder leading an activity and discussed with her the learning benefits of this for the children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures, including safeguarding and complaints.
- The inspector checked evidence of the childminder's qualifications and the suitability of family members, some of whom occasionally work as her assistant.
- The inspector took account of the views of parents and carers from written testimonials and information included in the childminder's own parent survey.

Inspector

Sharon Lea

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides children with interesting experiences in her home and through daily outings. Children enjoy story sessions at the library and singing and music sessions at the local children's centre. The childminder takes children to the supermarket to buy fresh fruit and to choose foods for their lunch. She makes this experience fun by challenging children to find specific things. This helps to develop their listening and observation skills. Children have many opportunities to learn through being creative, such as helping to make a pirate ship. This activity is used well to introduce children to new vocabulary, such as 'telescope', 'oars' and 'sails'. Children freely select resources and make decisions about how they will decorate their ship. This enables them to express their creativity, and develop good finger control as they use glue, tape and scissors. Children concentrate well and are highly enthusiastic learners because the childminder makes learning fun. Parents receive daily feedback about their child's care and progress through regular discussions. However, details of what children need to learn next are not always shared with parents. Consequently, some opportunities to help parents to extend their child's learning at home are overlooked.

The contribution of the early years provision to the well-being of children is good

Children are very happy in the childminder's care. They confidently move around her home and garden, showing that they feel safe and secure. The childminder promotes children's health very well. Children eat lots of fresh fruit and vegetables, which they help to peel and cut. The childminder reinforces that eating well will help them to grow big and strong. Children have daily fresh air and exercise in the childminder's garden or at local parks. They develop large-muscle skills and learn to do new things safely as they make good use of large apparatus. Children develop good hygiene routines because they wash their hands before meals and after messy play. The childminder provides a well-organised play room, where children can freely select from a wide range of stimulating resources. However, the resources provided outside are less effective in helping children to learn across all areas of their development.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the safeguarding and welfare requirements. She carries out risk assessments to keep children safe. The childminder is knowledgeable about child protection and knows how to recognise, and act upon, signs that a child may be at risk of harm. A range of policies, which are regularly reviewed, underpin the childminder's good practice. The childminder holds a level 3 childcare qualification. This helps her to provide a good standard of care and education for children. The childminder keeps up to date with changes in legislation and gains ideas for new activities through a childminding network and online resources. She is fully aware of the need to share information with teachers when children move on to school from her care. This ensures continuity of learning for children.

Setting details

Unique reference number	510853
Local authority	Stoke on Trent
Inspection number	869423
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	4 March 2010
Telephone number	

The childminder was registered in 2001 and lives in Stoke-on-Trent. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year old children. The childminder holds an early years qualification at level 3.

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