

Childminder Report

Inspection date

1 March 2016

Previous inspection date

12 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 has a professional attitude to her childminding, is well organised and exceeds the requirements for paperwork. This supports her in providing a high-quality service. She ensures she keeps up to date with changes to legislation and makes improvements to the physical environment to enhance the provision for children.
- The childminder actively supports children's learning through play. She uses her knowledge of children's interests and abilities to plan a vibrant range of activities which supports children's development. She provides constant conversation and introduces new words and praises. Children are well supported to make good progress in their early communication and social skills.
- The childminder is friendly and welcoming. She is very responsive to children's physical and emotional needs, providing rest, refreshment and comfort. Children build close relationships with the childminder and confidently try new activities.
- Children are well behaved and develop good manners. They form strong friendships and play cooperatively. The childminder is a positive role model and helps children understand what is expected of them by providing clear rules and boundaries.
- Parents are delighted with the range of activities their children take part in and feel well informed about what their children do when they are with the childminder. Older children's opinions are valued and planned activities take account of their suggestions.

It is not yet outstanding because:

- The childminder does not always share clear next steps in children's learning with all parents when supplying information to them about how they can support their child's learning at home.
- On occasions, literacy activities are too challenging and not linked closely enough to the assessments of children's abilities to ensure they can consolidate their learning.

What the setting needs to do to improve further

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

- provide clear information to all parents about what children need to learn next so that their learning can be more successfully promoted at home
- make sure that activities are pitched at the right level to effectively develop younger children's literacy skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector had discussions with the childminder. She looked at relevant documentation, such as a selection of policies and children's records.
- The inspector spoke to some parents during the inspection, read written testimonials and took account of parents' views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The childminder reviews her practice and takes parents' and children's views into consideration when planning improvements to her service. She keeps up to date with changes in guidance documents. This helps her implement the latest thinking on safeguarding and welfare issues. The arrangements for safeguarding are effective. The childminder has a good understanding about her role and responsibilities in protecting children from harm. She exchanges best practice with other childminders and researches teaching methods as part of her ongoing development to support the good quality of her teaching. The childminder's bright and inviting dedicated play space allows children to play safely under her close supervision. Partnerships with parents are good. A daily diary ensures they are well informed about the type of activities children undertake with the childminder.

Quality of teaching, learning and assessment is good

The childminder plans activities that target children's individual learning needs. She is extremely attentive to what the children are doing and builds a good understanding of children's abilities. She provides activities and learning opportunities that enable children to extend and develop their ideas through play. Children confidently move around the playroom and select toys and resources for themselves. The childminder effectively supports children's language and speaking skills. She names objects and asks questions to encourage children's speech. Young children are also building an understanding of mathematical concepts. Craftwork provides opportunities to play with shapes and colours, as well as develop their skills in handling small objects. Children develop a love of books. They look carefully at pictures, notice differences and start to recognise letter shapes.

Personal development, behaviour and welfare are good

Children are very confident and happy. The childminder praises the children for their efforts and achievements and they enjoy the extremely positive, homely atmosphere. Older children and parents praise the childminder for her firm but fair attitude. The childminder helps children gain an appreciation for a range of cultures and to develop respect for others. The close relationship children build with the childminder means their emotional well-being is well supported. Children are gaining independence, as they select their own activities and manage their own toileting needs. The childminder ensures children develop a good understanding of healthy lifestyles, including healthy eating. She provides opportunities for regular exercise in the garden and local nature areas. She uses the outside environment as one way to introduce children to the wider world, nature and changes over time, for example, by looking at plant growth and insects.

Outcomes for children are good

Children are making expected progress in all areas of learning and are working comfortably within the range of development typical for their age. Children are developing confidence and are self-motivated learners. Where children are slower to start to speak, effective intervention and extra support from the childminder means that any gaps in their development are swiftly narrowing.

Setting details

Unique reference number	EY251272
Local authority	Staffordshire
Inspection number	855920
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	12 October 2011
Telephone number	

The childminder was registered in 2002 and lives in Werrington, Stoke-on-Trent. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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