

Childminder Report

Inspection date

21 November 2016

Previous inspection date

25 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 worked in close collaboration with the local authority advisers to improve her service. Her infectious enthusiasm for her work and her willingness to act on advice mean she has a good capacity for continuous improvement.
- The childminder knows the children well and has a good working knowledge of learning and development requirements. She plans experiences that help children develop into inquisitive learners who confidently explore and experiment.
- The childminder provides a tailored service for children with special educational needs or disabilities. Children are kept safe and well stimulated because she ensures that any advice from other professionals is incorporated into her work. She knows how to adapt her service to meet their sometimes complex needs and to build on their abilities.
- The indoor and outdoor environments are well organised. Children access outside play whatever the weather, which supports those who enjoy learning outside. The childminder strongly encourages children to make their own choices about their play and weaves learning into these interests. This supports their development by building on what they can do and making learning fun.
- Children behave well and are kind to their friends and younger children. They are helped to negotiate with each other and respond well to the positive atmosphere and high levels of praise and encouragement.

It is not yet outstanding because:

- The childminder is not currently accessing professional development opportunities beyond her work with her local authority development officer, in order to support her improving knowledge of child development and teaching strategies.

What the setting needs to do to improve further

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

- build even stronger skills and expert knowledge through a more focused ongoing programme of professional development to help develop practice to the highest level.

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 and looked at relevant documentation, such as the self-evaluation and a selection of policies and children's records.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a clear understanding of what would constitute a safeguarding concern and what she should do about any concerns she may have. She ensures everyone living in the household over 16 years old has the appropriate suitability checks undertaken. The childminder regularly reviews her risk assessments to ensure that risks to children are minimised. She works in close collaboration with all parents. They find her approachable and kind, and feel that they are well informed about their child's learning. The childminder takes their views into consideration when planning improvements to her service.

Quality of teaching, learning and assessment is good

The childminder's teaching is good. She carefully observes children's progress and builds a good understanding of their abilities. This means she can track children's development and identify areas where she needs to provide additional activities to boost their learning. The childminder's bubbly style encourages children to 'have a go' and have confidence in their abilities. She encourages even young children to start to identify initial letter sounds and develop a love of books. Children's ability to learn to speak clearly is well supported through meaningful conversations and limited background noise. Mathematical concepts are included in everyday routines. Children are supported to work out how many dice they have in their tower or the names of shapes they find in their environment.

Personal development, behaviour and welfare are good

The childminder has good relationships with parents and works with them to ensure children's emotional and practical needs are well supported. She praises the children's achievements and they show pride at their successes. The close relationship they build with the childminder means their emotional well-being is well supported. The childminder ensures children develop a good understanding of healthy lifestyles by providing opportunities for regular exercise. Specialist climbing and swinging equipment provides ample opportunities to develop their strength and balancing skills. They also develop an understanding, appropriate to their age, of the importance of a balanced diet to promote good health. Children's understanding of diversity is well developed as they understand about how different families are organised and the needs of other children and adults with special educational needs or disabilities.

Outcomes for children are good

Children are enthusiastic learners who are very keen to join in with activities; these are key skills they need for the move on to primary education. Most children are making expected progress in all areas of learning and are working comfortably within the range of development typical for their age. Where children are identified as having made less than expected progress in their ability to communicate, professional advice is sought to develop learning experiences to support them to make more progress. Children are gaining skills in independence as they move around the environment with confidence. Children with complex special educational needs or disabilities have appropriate next steps in learning identified which fit in with their abilities.

Setting details

Unique reference number	EY319213
Local authority	Stoke on Trent
Inspection number	1058284
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 13
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	25 November 2015
Telephone number	

The childminder was registered in 2005 and lives in Stoke-on-Trent, Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible to provide funded early education for three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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