

Childminder report

Inspection date	25 February 2019
Previous inspection date	17 July 2015

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 and her assistant have built close bonds with the children, who are confident, independent and happy in the childminder's home. Children speak affectionately about the childminder and talk about the activities they enjoy, for example visiting the local park and the zoo.
- The childminder knows the children well. She monitors children's progress accurately and plans effectively for their next steps in learning. Therefore, children make good progress at the setting.
- The childminder makes effective use of self-evaluation. She encourages children and parents to share their views about the setting and uses their suggestions to improve her provision.
- Children behave well and are considerate towards each other. They play well together, taking turns and sharing toys and equipment.
- The childminder has a broad range of resources and activities to support learning. She skilfully adapts play to engage children of all ages.
- Children's mathematical development is promoted well. The childminder encourages children to count and use mathematical language as they play.
- The childminder does not consistently give children sufficient time to experiment and engage with materials before moving on to the next activity.

What the setting needs to do to improve further

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

- provide children with sufficient time to think, experiment with resources and respond to activities.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to one parent on the day of the inspection. She took account of written feedback provided by parents and children prior to the inspection.
- The inspector viewed a range of documentation relating to the childminder's practice. She checked evidence of the suitability of adults living and working on the premises.
- The inspector spoke to the childminder about safeguarding matters, and how she keeps children safe.

Inspector

Justine Cope

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs of abuse and neglect and knows the procedure to follow if she is concerned about a child in her care. She regularly reflects on her practice and identifies opportunities to make improvements. She is committed to professional development and has secured effective links with other childminders, who attend training with her. She supports her assistant well, cascading information from training to provide consistent care and learning. There are good systems to engage with parents. For example, the childminder regularly exchanges photographs with parents to share information about activities and achievements.

Quality of teaching, learning and assessment is good

The childminder gathers detailed information from parents about their child prior to starting. She uses this information to plan a variety of activities which respond to children's individual needs and interests. The childminder makes effective use of observation and assessment and swiftly identifies any gaps in children's learning. The childminder fosters mathematical development effectively. Children trace numbers in coloured sand and find other numbers hidden in dried pasta. They confidently use mathematical language. For example, they use 'bigger' and 'smaller' when comparing the sizes of containers. Children develop their small-muscle skills picking up pom-poms with large tweezers and transferring them into a container.

Personal development, behaviour and welfare are good

The childminder is caring and sensitive to children's individual needs. She encourages children's independence, supporting them to spread jam on their toast and choose their own snacks. Children are kind and well mannered. Older children involve younger children in their play and are sensitive to their needs. For example, they allow smaller children to take a turn on the trampoline, clapping in encouragement as they jump.

Outcomes for children are good

Children make good progress from their starting points. They are motivated and eager to learn, making choices about what and where they want to play. They enjoy choosing their favourite nursery rhymes from a story sack, and sing along happily with the childminder and her assistant. Children benefit from opportunities to socialise with other children during outings and visits to local playgroups. Children prepare for school, accompanying the childminder as she drops off older children. They are familiar with the school environment and talk excitedly about when they will start school themselves.

Setting details

Unique reference number	EY343233
Local authority	Stoke-on-Trent
Inspection number	10066113
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 July 2015

The childminder registered in 2006 and lives in Stoke-on-Trent. The childminding setting operates all year round from 6.30am to 6pm on weekdays, apart from personal leave and bank holidays. The childminder has a childcare qualification at level 2.

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