

Childminder Report

Inspection date

30 July 2015

Previous inspection date

21 March 2012

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

- Children are provided with a wide range of resources which they can select independently from this well-organised and stimulating environment.
- The childminder holds a relevant early years qualification at level 3 and undertakes training to improve her knowledge and skills. She has a good understanding of how children learn.
- The childminder and her assistant have a good understanding of the signs and symptoms of abuse. There are clear written policies and procedures to follow to ensure children are kept safe from harm.
- The premises are safe and secure. Effective procedures are taken to reduce potential dangers in the home and on outings.
- Children share warm and caring relationships with the childminder and her assistant. They understand the routines of the day and help each other tidy away and put out resources ready for activities. Adults are good role models and children behave well.
- Partnerships with parents are good. The childminder and her assistant regularly share information with parents verbally, through a daily diary and the use of technology. Parents regularly review their children's progress records and are encouraged to provide information on their child's achievements at home.

It is not yet outstanding because:

- The childminder and her assistant do not always sharply focus on children's next steps in their learning to support children to make rapid progress.
- Systems to monitor and support the professional development of the childminder's assistant are not yet focused enough on further raising the quality of teaching.

What the setting needs to do to improve further

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

- focus more precisely on children's next steps in learning, in order to support their rapid progress
- raise the overall quality of teaching to a higher level by developing more ways to support the professional development of assistants.

Inspection activities

- The inspector observed activities and interactions between the childminder, assistant and children during play.
- The inspector spoke with the childminder, assistant and children at appropriate times throughout the inspection.
- The inspector looked at documents relating to children's assessments, the planning of activities and policies and procedures.
- The inspector looked at documents relating to the childminder's qualifications and evidence of the suitability of the childminder, her assistant and other adults in the household.
- The inspector carried out a joint observation with the childminder.
- The inspector considered the views of parents and discussed self-evaluation.

Inspector

Dawn Robinson

Inspection findings

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

During a settling-in period, the childminder and her assistant gather a wealth of information. They find out as much as possible from parents about what their child knows and can do. The childminder and her assistant regularly observe and assess the children. They identify activities which can be used to help children progress in their learning. However, on occasions, children's individual next steps are not identified precisely enough to help the childminder maximise their learning. The childminder provides a balance of planned activities and opportunities for children to learn across all areas as they play. Children of all ages enjoy searching for toy mini-beasts hidden in oats. Younger children use different tools to pick out the creatures and look closely at their features using magnifying glasses. Older children are encouraged to name the insects and identify their similarities and differences. The childminder and her assistant develop children's communication and language skills well. They repeat words and introduce new vocabulary during children's play and circle-time activities. Older children are provided with activities to develop their early literacy and mathematical skills in readiness for school. They learn rhymes and engage in activities which help them to understand how to link sounds to letters. Children develop their pencil control and learn to write their own name. The childminder skilfully weaves in opportunities to teach children to count and links this to quantity and number as they play.

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

Children are enthusiastic, happy and confident. Their well-being is promoted as they enjoy healthy snacks, drinks and meals provided by the childminder. Effective hygiene procedures are followed by adults and children. Individual towels and bedding are provided for each child. Children learn to take risks as they play on the activity frame outside. They climb rope ladders and manoeuvre themselves to go down the slides safely. Children of different ages play alongside each other amicably. They learn to share and take turns. Social skills are developed further as they meet with other children at local groups and attractions. This helps to prepare them for their next stage in learning.

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

The childminder and her assistant have a good understanding of the Early Years Foundation Stage. Children's progress is closely monitored. Any concerns are swiftly addressed and advice from other professionals for children with additional needs is sought where required. Professional development is promoted in various ways. The childminder and her assistant frequently share their ideas and discuss ways to improve their practice. The childminder's assistant has regular supervisions. However, these are not yet used consistently to enhance the quality of teaching. Good relationships are shared with parents. Their views are gathered and used to support the continuous improvements which are made by the childminder. Parents are invited to take home resources and activities to enjoy with their children that will enrich the child's learning.

Setting details

Unique reference number	EY343916
Local authority	Staffordshire
Inspection number	863019
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	12
Number of children on roll	19
Name of provider	
Date of previous inspection	21 March 2012
Telephone number	

The childminder was registered in 2006 and lives in Cannock, Staffordshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant.

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