

Inspection date

5 February 2015

Previous inspection date

30 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 skilfully uses her sound knowledge of children's abilities and ways of learning to plan and organise relevant, rewarding activities and resources. These capture children's interests and promote their purposeful learning and good progress in all the areas of learning.
- The childminder interacts really well with children. She adeptly fosters children's attentive listening, understanding and use of expressive language. These help them to recall events, describe what they are doing, solve problems and to imaginatively represent their ideas.
- Children quickly settle in the welcoming and stimulating surroundings and form close bonds with the kind, attentive childminder. She consistently encourages children and ensures they know what is expected of them. Consequently, children are confident, behave well and are self-assured.
- Strong partnerships with parents ensure the childminder fully understands and meets children's needs. Parents are well informed about their children's care, learning and development. The childminder gives them fun and imaginative ideas for activities to follow up at home with their children.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to involve parents in planning for their children's current next steps for learning.
- The childminder knows about children's activities at the other settings they attend. However, she has not established a consistent approach to discussing and planning their progress with other key persons.

What the setting needs to do to improve further

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

- extend the already good information sharing with parents by involving all of them at an early stage in discussing and planning for their children's next steps for learning
- extend information sharing with providers of other settings attended by some children, in order to provide consistency in planning for these children's future learning and development.

Inspection activities

- The inspector observed activities in the playroom, lounge and conservatory and carried out a joint observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written feedback to the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

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

The childminder accurately assesses children's progress and identifies appropriate next steps for their learning. She skilfully follows these up in her planning of rich, varied and enjoyable activities. The childminder successfully helps children to become effective learners in readiness for school. They eagerly take part, concentrate well, readily cooperate and take turns. Children often initiate their own learning and imaginatively develop their ideas, for instance, when they act out stories or have a pretend meal. The childminder fully develops children's understanding, vocabulary and critical thinking through her adept explanations, questions and use of resources. For example, children readily recognise and match numbers during a fun game she has devised. Parents are well informed about their children's activities and progress. The childminder gives them helpful ideas for activities to follow up at home. However, she sometimes misses opportunities to link her suggestions more specifically to each child's current learning priorities.

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

Children are happy and settled in the comfortable, safe and welcoming surroundings. The childminder reassures and encourages children. She skilfully develops their confidence and ensures children know what is expected of them so they behave well. The childminder also helps children to be socially and emotionally ready for nursery and school. She takes them to local toddler sessions where children enjoy different activities and become used to mixing and playing in a larger group. The childminder sensitively supports children in independently managing their personal care and hygiene. She successfully fosters their awareness of how to be healthy and to keep themselves safe. The childminder and children have lively discussions about the importance of good hand washing and about eating healthily. Children also readily follow the childminder's requests to behave safely and sensibly during walks or as they move around her home and use tools and equipment.

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

The well-organised childminder consistently maintains a high quality service for children and families. Parents value her advice, support and exemplary provision for their children's care and learning. The childminder welcomes and acts on parents' and children's suggestions, for instance, when buying new toys. She effectively promotes her professional development through her research, attending regular training and her active involvement in childminding groups. As a result, the childminder keeps up to date and continually develops her knowledge, ensuring she is an accomplished teacher. She also devises and implements robust policies and procedures in order to safeguard children and to keep them safe and well. The childminder effectively settles children at nursery and school. She knows about and follows up nursery activities in her setting, but has less well-established arrangements for discussing children's progress with other providers.

Setting details

Unique reference number	EY355340
Local authority	Worcestershire
Inspection number	820902
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	30 September 2011
Telephone number	

The childminder was registered in 2007 and lives in Tenbury Wells in Worcestershire. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

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