

Childminder report

Inspection date	16 November 2018
Previous inspection date	5 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

The provision is good

- The childminder has a clear understanding of her safeguarding and welfare responsibilities. She effectively implements a range of records and documents that support her practice. This helps her to maintain good care standards.
- The childminder is warm, friendly and caring. She gets to know children well from the outset. She is sensitive to their individual care needs. Children settle quickly and are happy attending.
- The environment is welcoming and stimulating. The childminder provides broad and varied experiences. Children are motivated to play, explore and learn.
- The childminder has a good overview of children's progress. She provides children with additional needs, the help and support they need to catch up. This helps all children to progress well in their learning.
- Children learn to behave well. The childminder is very positive and a good behaviour role model. She teaches children about right and wrong, and helps them to negotiate, share and take turns.
- The childminder has strong relationships with parents, professionals and other providers. She shares detailed two-way information about children's care and learning. This helps to foster good continuity between the setting, home and other settings children attend.

It is not yet outstanding because:

- Occasionally, the childminder does not always respond skilfully to young children's emerging interests and learning needs in play. Although activities for pre-school children are strong there is scope to expand activities for young children to help them make the best possible progress.
- The childminder does not reflect as well as possible on the quality of the provision or set the most ambitious and clear targets for the future. Therefore, teaching practice is not yet outstanding.

What the setting needs to do to improve further

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

- expand the activities for young children and respond even more skilfully to their emerging interests and learning needs in play to help them make the best possible progress
- reflect more closely on the quality of the provision and set ambitious and clear targets for future development, particularly focusing on ways to elevate teaching practice to outstanding.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at the records, documents and policies available.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector spoke to parents and children and also sought their views from the written evidence provided.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder's home is clean, tidy and secure. Children are always well supervised and the childminder conducts frequent risk assessment checks to help minimise any potential hazards within the environment. The childminder can identify different signs and symptoms of child abuse, neglect or potential extreme views and behaviours. She knows how to respond appropriately to different types of harm. The childminder aspires to continually develop her provision and overall, maintain good standards. She is well qualified and she conducts research, networks with other childminders and accesses training to help keep her skills up to date, such as safeguarding and first aid. The childminder also supervises her assistant closely when they work together. This has a particularly positive impact on her care practices.

Quality of teaching, learning and assessment is good

Overall the childminder is a good teacher. She routinely observes what children can do and highlights new achievements. She makes accurate assessments of their learning. The childminder plans good-quality activities that help to foster children's progress across all aspects of their learning. For example, children enjoy imaginative games and creative experiences. They develop role-play games using pretend babies, kitchen equipment and a doctors set. Children enjoy colouring pictures and making teddy bear faces out of craft materials. They also like playing with small-world animals and vehicles. The childminder interacts with them positively, she talks to them about what they are doing and adds explanations to their learning.

Personal development, behaviour and welfare are good

The childminder fosters healthy lifestyles. She gives parents advice about what food she expects them to send in terms of nutrition and works with them closely on this. She also talks to children about the importance of eating well. During lunchtime children enjoy discussing the health benefits of eating their vegetables. The childminder encourages exercise. Children greatly enjoy dancing to 'busy feet' music in the lounge. The childminder promotes good hygiene. She ensures children wash their hands regularly and remain clean. The childminder fosters respect in her setting. She encourages good manners, being polite and courteous. She has multicultural and ethnically diverse resources. Children take part in a variety of activities that help them learn about different customs, festivals and world events.

Outcomes for children are good

Children acquire the key skills they need for the next stage of their learning and ultimately, the move on to school. Children make confident choices about what they want to do or play with. They learn to manage their care needs independently with minimal support. Children develop good social skills. They welcome the childminder's involvement in their games and play well with their peers. Children are good communicators. They learn to listen to others and follow directions. They can express their interests, wants and needs in different ways. Pre-school children develop good literacy and mathematical skills. They learn to count, recognise and match numbers one

to five, and they also learn to use pencils with control when drawing and making marks.

Setting details

Unique reference number	EY355340
Local authority	Worcestershire
Inspection number	10071431
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	20
Date of previous inspection	5 February 2015

The childminder registered in 2007 and lives in Tenbury Wells, Worcestershire. The childminder holds a relevant early years qualification at level 3. She works with her daughter as an assistant on an ad hoc basis during school holidays. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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