

Childminder Report

Inspection date

2 June 2015

Previous inspection date

2 September 2009

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

- The childminder successfully fosters children's confidence and purposeful learning during interesting and well-resourced activities. She provides fun, practical opportunities for children to experiment with different techniques and materials and to recognise and use letters, numbers, shapes and colours.
- The childminder ensures children are well prepared socially and emotionally for the next stage in their learning. Children behave well and cooperate. The childminder ensures they know what is expected of them and what is happening next. She also encourages children to take responsibility by encouraging them to make choices, be independent and be helpful.
- The childminder has a sound knowledge of how to protect children from harm and what action to take if she has concerns about their welfare. Her safeguarding procedures reflect local guidance and she keeps up to date by attending regular safeguarding training.
- The childminder has well-established links with other local childcare providers, including schools. These enable her to develop her own practice, enhance children's learning and to maintain consistent approaches to meeting the needs of children who attend other settings.

It is not yet outstanding because:

- Occasionally during stories or group discussions, the childminder directs her questions to more confident, articulate children. Younger or less-able children then have less time and fewer opportunities to respond and join in.
- The childminder does not always tell parents about their child's stage of development during her regular feedback about their progress.

What the setting needs to do to improve further

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

- enhance children's listening and speaking skills during group activities by giving younger children more opportunities and time to respond to questions and by encouraging more articulate children to take turns in speaking
- improve information sharing with parents about children's achievements and progress, and consistently include more details about their child's stage of development, in order to aid more precise planning for their child's future learning at the setting and at home.

Inspection activities

- The inspector observed activities in the childminder's lounge/dining area and garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection and carried out a joint observation with the childminder.
- 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 and discussed the childminder's self-evaluation form and plans for improvement.
- The inspector looked at children's records, planning documentation and evidence of the childminder's suitability. She also looked at 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 effectively assesses children's progress. She uses parents' views to help her to identify children's starting points and to complete progress checks for children aged between two and three years. However, the childminder does not always give parents precise information about their child's stage of development when telling them about their progress. Children eagerly take part in activities and topics, such as the lives of others, which foster their awareness of diversity and the world around them. The childminder adeptly promotes their good progress and effective learning in readiness for school. She talks constantly to children, encouraging their enjoyment and sustained involvement. The childminder successfully promotes children's communication skills. Older children readily use expressive language for describing and thinking. The childminder helps younger children to develop their vocabulary. However, she does not always give them opportunities or enough time to respond to questions during some group discussions.

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

Children flourish as the childminder fully understands and meets their care, health and dietary needs. Children enjoy being with the childminder who is kind and approachable. She creates a safe, secure and inviting environment, which helps children to settle quickly, grow in confidence and form positive relationships. The childminder further develops children's social skills by taking them to toddler activities, where they learn and mix with other children. She develops young children's independence in seeing to their personal care and their awareness of how to be healthy. Children enjoy eating fruit and relish being active and spending time outside. The childminder offers them increasingly challenging physical-play activities so that children move with control and confidently balance and climb. The childminder keeps children safe. She ensures that they are effectively supervised and teaches them how to behave safely and sensibly as they use apparatus, utensils and tools, such as scissors.

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

The childminder has generally effective procedures for evaluating her childminding provision. She checks children's progress and the impact of the activities she organises on their learning. The childminder uses robust risk assessments and checks to monitor safety and security. She ensures parents are well informed about how she operates and welcomes their feedback about her childminding. Parents highlight how much their children enjoy attending her setting and how well they are cared for and are progressing. They appreciate the childminder's advice and the information she gives them about their children's routines and activities. She attends regular training and has achieved an appropriate level 3 qualification since the last inspection. In particular, the childminder regularly plans activities and discusses good practice with other childminders. As a result, her care and teaching are good.

Setting details

Unique reference number	EY388853
Local authority	Worcestershire
Inspection number	859150
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	2 September 2009
Telephone number	

The childminder was registered in 2009 and lives in Upton-upon-Severn. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides early education funding for two-, three- and four-year-old children. She holds an early years qualification at level 3. The childminder has close links with a local pre-school and school.

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