

Childminder report

Inspection date	30 October 2018
Previous inspection date	2 June 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 is well organised. She has a clear understanding of her safeguarding and welfare responsibilities. She effectively implements a range of records and documentation. This helps her to promote children's learning, safety and welfare.
- The childminder gets to know children and their families well. She is sensitive to their individual routines and needs. Children develop positive relationships with the childminder. They are happy and content in her care.
- Overall, the childminder is a good teacher. She makes precise assessments of children's abilities and is in tune with their individual next steps in learning. She plans activities that take account of children's current skills, emerging interests and development needs. All children continually progress well from where they started.
- The environment is bright, welcoming and well resourced. The curriculum is broad and interesting, indoors and outside. Children are keen to play, explore and learn.
- Children understand the behaviour expectations of the setting and therefore, they behave well. The childminder has simple house rules, she explains right and wrong to children and gently corrects any unwanted behaviours.
- Partnership working is very good. The childminder shares detailed two-way information with parents, other providers and professionals. Children benefit from strong continuity between all those involved in their learning and care.

It is not yet outstanding because:

- The childminder does not focus sharply on developing her teaching skills. She is not yet highly confident and does not consistently promote outstanding learning outcomes for all children. Therefore, there is scope for the childminder to extend her professional development even further.
- The childminder does not yet make excellent use of self-evaluation. She does not always set highly ambitious targets for future development to help raise the standard of the setting to the very highest level.

What the setting needs to do to improve further

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

- extend professional development and sharply focus on developing teaching skills to help build confidence and promote outstanding learning outcomes for all children
- make excellent use of self-evaluation to set highly ambitious targets for future development to help increase the potential to raise the standards to the highest level.

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 and procedures available.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector spoke to children and sought the views of parents 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 has recently restructured the environment and is now using her fully converted garage and newly covered outdoor area as the main space for childminding. She has conducted a full risk assessment of all areas in use. This helps to ensure the environment is safe and secure. The childminder has strong knowledge of child protection issues. She can identify indicators of child abuse or neglect and she knows how to manage different types of concerns. This helps to protect children from harm. The childminder is well qualified. She conducts research, networks with other childminders and accesses training to keep some of her skills up to date, such as safeguarding and first aid. This has a particularly positive impact on the quality of care she provides.

Quality of teaching, learning and assessment is good

The childminder fosters children's learning through a balance of adult-led and child-initiated play. Children particularly enjoy creative and imaginative play. For example, they delight in colouring, drawing and using stamps to make pictures. They like exploring small-world vehicles and construction resources in the sand. They also engage in role play using a variety of pretend resources and props. The childminder has a strong overview of children's progress. She is knowledgeable about how to support children who have special educational needs and/or disabilities. She identifies the gaps in children's achievements and implements timely interventions to help them catch up. Therefore, all children benefit from suitable support and no child falls behind.

Personal development, behaviour and welfare are good

The childminder fosters children's physical well-being. For example, she promotes healthy eating. She provides nutritious snacks and ensures parents are clear about sending in balanced main meals. The childminder provides children daily access to her outdoor provision. Children enjoy using ride-on vehicles outside. They also go to a local forest school and local parks each week so they can join in with a broader range of physical experiences. The childminder manages young children's nappy changing needs and she helps older children to use the toilet. She promotes regular handwashing and keeps children clean throughout the day. The childminder treats everyone equally and she is inclusive. She finds out about children's home lives and helps them learn about different cultures and countries. This helps to encourage mutual respect.

Outcomes for children are good

All children gain the key skills they need for the eventual move on to school. This includes those in receipt of funding. Children are independent. They make choices about what they want to do and can manage their own care needs, including dressing, toileting and feeding themselves. Children cooperate with the setting routines and enjoy the responsibility of small tasks, such as tidying away. Children play well with others. They learn to negotiate, share and take turns with minimal support. Children express themselves and communicate clearly. They listen to the childminder and follow directions. Children develop good skills in literacy and mathematics. They can recognise letters of the alphabet and they can sort and group objects and count them up to 10.

Setting details

Unique reference number	EY388853
Local authority	Worcestershire
Inspection number	10071433
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	2 June 2015

The childminder registered in 2009 and lives in Worcester. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides early education funding for three- and four-year-old children.

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