

Childminder Report

Inspection date

9 June 2016

Previous inspection date

20 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the 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

This provision is good

- The childminder has positive relationships with parents. They comment on her exemplary care for their children, how much children enjoy being with her and how well she promotes their progress. Parents appreciate regular opportunities to talk to the childminder about their children's routines, activities and achievements.
- The childminder's accurate observations and assessments ensure she knows exactly how well children are progressing. She agrees children's future learning needs with parents and together they plan how these are to be followed up. The childminder promptly identifies any concerns about children's development and puts in place effective strategies and support to help them catch up.
- Children are happy and settled, responding to the kind, attentive childminder's reassurance and encouragement. They are well prepared socially and emotionally for their future learning. The childminder takes children to local activities where they enjoy mixing and learning with other children. She also ensures children can confidently and independently manage their self-care and personal hygiene.
- Children flourish. The childminder effectively ensures they are well nourished and promotes their comfort, hygiene and safety. She supports children well so they confidently explore and make the most of the inviting, well-resourced surroundings.

It is not yet outstanding because:

- The childminder does not give children enough opportunities to build as fully as possible on their growing interest in living things and their understanding of changes in their natural surroundings.
- Although the childminder shares some information with other settings children attend, this information sharing is not consistent or comprehensive enough to ensure there is a fully collaborative approach to meeting children's needs.

What the setting needs to do to improve further

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

- create further opportunities for children to observe and investigate living things and to extend their understanding of changes in their natural surroundings
- develop a regular, two-way flow of information with staff at other settings where children attend, to better promote consistency in fostering their care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's training and suitability, and discussed her self-evaluation form and plans for improvement.
- The inspector took account of the views of parents from their written feedback to the childminder.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made significant improvements since her last inspection. Her planning and teaching are now focused on each child's needs. The childminder consistently involves parents in decisions about their children's learning and development. She accurately evaluates her provision so she knows what needs to be improved. The childminder monitors children's progress and the quality and impact of activities. She reviews and updates her procedures, including those relating to safeguarding, health and safety. The childminder invests in her professional development. She attends courses, carries out research and exchanges good practice ideas with other childminders. As a result, the childminder is well qualified and knowledgeable and her teaching and care are good. Arrangements for safeguarding are effective. The childminder completes regular safeguarding training and has a sound knowledge of abuse and neglect. She is alert to possible risks to children and proactive about discussing their health and safety with parents. The childminder knows what action to take if she has concerns about a child.

Quality of teaching, learning and assessment is good

Children enjoy the many rich and varied activities the childminder plans and organises at her home and elsewhere. Children can help themselves to interesting toys, equipment and resources, which stimulates their imagination and self-directed play. The childminder skilfully interacts with children. She enthuses and praises them so they want to take part, try hard and do well. The childminder successfully encourages and develops children's listening, speaking and vocabulary. She adeptly uses visual aids, props and games to promote their understanding and discussions about different subjects, ranging from parts of the body to the lives of dinosaurs.

Personal development, behaviour and welfare are good

Children are well behaved and enjoy each other's company. The childminder encourages their good manners, turn taking and sharing. She also fosters their respect for the lives and customs of others through stories, toys and activities celebrating different festivals. Children's health and safety are assured during calm, well-managed routines. They make healthy choices about what to eat and drink and enjoy regular outdoor and active play. Children competently and safely use equipment, such as wheeled toys and the trampoline, and help to tidy away toys. They take part in discussions and practises relating to fire and road safety.

Outcomes for children are good

Children make good progress in relation to their starting points. The childminder ensures they are confident, eager and resourceful learners who are well prepared for starting school. Children become increasingly articulate speakers who express their ideas, recall events, talk about what they are doing and work out simple problems. Children count and compare numbers and also match objects according to type, colour and shape. They enjoy stories and songs. Children use different tools and materials to make marks and to creatively express their ideas through their drawings and paintings.

Setting details

Unique reference number	EY451827
Local authority	Worcestershire
Inspection number	1042856
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	20 March 2013
Telephone number	

The childminder was registered in 2012 and lives in Worcester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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