

Childminder Report

Inspection date

11 May 2016

Previous inspection date

15 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

- Children make good progress in their learning. The childminder knows the children's needs well. She organises a broad range of thoughtfully planned experiences that promotes the children's interests and next steps in learning successfully.
- Children are happy, settled and secure. They have close bonds and attachments with the childminder. She provides a flexible service for families. There is a relaxed, friendly atmosphere and children are treated as part of the family.
- Children's speech and language development are promoted well. The childminder introduces new words and extends children's vocabulary. She engages them in conversation about what they are doing, asks them challenging questions and repeats language back to younger children.
- There are strong links with other settings that children attend. This supports the childminder to successfully plan effectively for children's learning in collaboration with the other setting.
- The childminder is well organised and reflects on her practice carefully to identify areas for improvement. She has high expectations and is eager for the children in her care to develop and enjoy themselves.

It is not yet outstanding because:

- There is scope to extend the ways that children are helped to develop their understanding of letters and sounds.
- Although the childminder asks parents to complete a starting point assessment for their child, they are not routinely asked to contribute to future assessments in a meaningful way.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their ongoing understanding that print carries meaning and to enhance their understanding of letters and sounds
- enhance opportunities for parents to share information about their children's specific milestones and development as part of ongoing assessment processes.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of members of her household.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Preston

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a range of policies and procedures in place to support her practice and to keep children safe. She attends safeguarding training and knows what action to take if she has a concern about a child's welfare. The childminder gathers parents' and children's views and regularly evaluates her own practice. She is proactive in developing her knowledge and skills. She has attended a wide range of training courses and forum meetings and effectively uses learning to continually improve her practice. She regularly checks that children are making the best progress possible and has a very good knowledge of their needs. The childminder has developed a positive partnership with parents. Parents comment positively about the care and learning provided by the childminder.

Quality of teaching, learning and assessment is good

Children are provided with a good range of meaningful activities that covers all aspects of play and learning. The childminder enthusiastically joins in with children's play, which helps to encourage them to enjoy learning and make good progress. She uses regular observations and assessments of children to identify what they can already do. She plans activities that are based on the next steps in their learning and that appeal to their interests. For example, she builds on children's recent interest in watching the changes to the tadpoles as they transform into frogs. As a result, they enjoy creating their own tadpoles using a variety of creative materials. Children are motivated learners and spend sustained periods of time engaged in activities that are planned around their current interests and abilities.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are given a high priority by the childminder and she has established strong bonds with the children. They respond very well to the childminder's affection, praise and encouragement. This helps to promote their self-confidence and self-esteem. Children learn about what contributes to a healthy lifestyle and how to stay safe. For example, they learn about road safety on their walks to and from school each day. The childminder encourages children to follow good hygiene routines and supports them to make healthy food choices. Children are encouraged to behave well. They begin to share, take turns and show respect for others. The childminder makes effective use of opportunities to visit local groups to support children to become more confident in social situations.

Outcomes for children are good

All children make good progress, as they learn key skills in preparation for the next stage in their learning. They are happy and motivated, and have formed good relationships with the childminder and her family. They learn about the wider world as they celebrate different cultures and festivals. Children are confident and self-assured, as they make decisions about their play. Children are gaining the skills and attitudes they need for the next stage of their development and for starting school.

Setting details

Unique reference number	EY452900
Local authority	Staffordshire
Inspection number	1042912
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 15
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	15 March 2013
Telephone number	

The childminder was registered in 2012 and lives in Penkridge, Staffordshire. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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