

# Childminder Report

## Inspection date

3 July 2015

Previous inspection date

12 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder promotes children's learning well. She is very enthusiastic, which motivates children well and they thrive on the interaction they receive. Consequently, children are very eager and confident to learn.
- The childminder promotes children's language effectively. She asks many questions to encourage children to think and express their ideas. This helps children to develop key skills for their future learning at school.
- Behaviour is managed very well by the childminder. She encourages children to show respect and use good manners. Children are regularly praised for their efforts. This promotes children's well-being and self-esteem.
- Safeguarding and keeping children safe from harm is given a high priority. The childminder has a good understanding of child protection procedures and how to report any concerns. In addition, she sets clear boundaries which help children to develop a good awareness of how to keep themselves safe as they play.
- Children benefit from the wide range of outings provided. They regularly visit local farms and parks to develop their understanding of the world around them.

### It is not yet outstanding because:

- Information regarding children's next steps in learning, detailed within the progress checks for children between the ages of two and three years, is sometimes not specific enough to enable parents to fully support their children's learning at home.
- Children are not able to view many familiar written words in the environment to further extend their early reading skills.

## What the setting needs to do to improve further

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

- expand on the information provided within the progress check for children between the ages of two and three years, so that parents have more detailed and specific information about what their children need to learn next and how this can be supported at home
- enhance children's understanding that words carry meaning, by providing more opportunities for children to see and recognise familiar words.

### Inspection activities

- The inspector observed a planned activity in the garden and discussed the teaching and learning taking place with the childminder.
- The inspector spoke with the children and the childminder during the inspection, and observed a range of activities taking place.
- The inspector checked evidence of the suitability and qualifications of the childminder, and discussed the childminder's self-evaluation processes and targets for improvement.
- The inspector viewed a selection of policies and procedures, including safeguarding and complaints, children's learning records and a range of other documentation.

### Inspector

Val Thomas

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder has a secure understanding of how to promote children's learning. She joins in with activities and acts as a positive role model. For example, she encourages children to build with blocks and to count how many are in the tower. She motivates children's interest well, using torches to look in the holes in the box to find more blocks underneath. Children enjoy exploring with different colours and using brushes and sponges to make marks. The childminder asks children many questions, such as 'What will happen if the car goes in the paint?'. This develops children's thinking well. Children enjoy looking at books, and the childminder encourages older children to listen to the sounds of letters. However, she does not extend children's early reading skills further, for example, by providing opportunities for them to see and recognise a variety of familiar words.

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

Children are very happy in the care of the childminder. The childminder knows the children well and supports their well-being effectively. She ensures that children sleep when they need to, and that nappy changes are carried out sensitively. The childminder provides healthy and nutritious meals and snacks. Children sit well in the garden to eat their fruit and have their drinks. The childminder makes sure that children learn safe practices. She talks to them about why they need to wear sun cream and hats when playing outside. Children are keen to jump on the trampoline, but the childminder explains that they need to finish eating first or they could choke. The home is very welcoming for children and resources are stored where children can easily access them. This develops their independence as they freely choose toys and then help to tidy them away. The childminder prepares children well for the move to school by talking to them about what is going to happen.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She has detailed risk assessments and completes daily safety checks to ensure children can play safely. In addition, the arrangements for minimising risks during outings have been improved since the last inspection. The childminder evaluates what she offers on a daily basis and seeks feedback from parents regularly. She attends training as part of her professional development and has identified future courses which will further expand her knowledge. Recent training attended on behaviour management has reinforced her understanding, and this is now a clear strength. Documentation is very well organised. The childminder shares detailed information with parents regarding how their child is cared for and this is underpinned by her comprehensive range of policies. The childminder closely checks children's progress and assessments of learning are accurate. However, some next steps detailed in progress checks for children between the ages of two and three years do not give parents enough information so that they can fully promote their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY426963
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	874499
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 December 2011
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Leek, Staffordshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays.

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