

Childminder Report

Inspection date	28 July 2015
Previous inspection date	7 March 2011

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

- Teaching is good. The childminder accurately assesses children's learning through observation and interaction. She uses suitable guidance to benchmark children's achievements and notes the progress children make from their starting points. As a result, she plans experiences and opportunities that help children make good progress.
- Parents are involved in children's learning. They regularly look at children's assessment folders and are fully informed of their child's achievements. The childminder makes sure that parents are included in evaluating the effectiveness of her practice. This helps to drive forward areas for further improvement. As a result, children benefit from attending the provision over time.
- The childminder pays close attention to and responds sensitively to younger children's body language. She is very aware of when they want to engage or play and when they need calming ready for sleep. This promotes children's sense of belonging, which supports them to feel secure and able to explore their world.
- The childminder has a good understanding of her role in the prevention, or early identification, of abuse and neglect. As a result, children are effectively safeguarded.

It is not yet outstanding because:

- Children who move on to schools out of the area are not always provided with opportunities to become familiar with their new environment.
- The childminder does not use every opportunity to extend younger children's communication skills.

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 to help younger children to make more rapid progress in their communication skills
- provide more activities and experiences to help children who are moving on to schools outside the local area to prepare for the changes ahead.

Inspection activities

- The inspector observed activities in the childminder's home and viewed the garden.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's suitability, training and qualifications, and the self-evaluation and improvement plan.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.

Inspector

Linda Yates

Inspection findings

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

The well-qualified and experienced childminder provides a variety of interesting activities that promote children's learning and development. Children's personal and social skills are effectively fostered. Children regularly visit the local toddler groups where they learn to socialise, take turns and develop friendships. Children's physical development is promoted well. Children enjoy ride-on toys indoors, developing strength in their leg muscles and coordination, supporting their next steps, such as walking. Children participate in a painting activity with stencils, and they decide to explore the paint further with their fingers. This helps to develop the physical skills of dexterity and coordination needed for writing. The childminder uses a range of appropriate teaching strategies to encourage children's development. For instance, to promote children's communication development she uses clear commentary to describe what is happening. However, the childminder has not fully considered how she will help younger children understand and use single words. As a result, children do not always increase their vocabulary as quickly as possible. The childminder helps children to achieve new skills, without doing it for them. For example, she supports children to use the stencils correctly by modelling the appropriate action, and giving encouragement and praise. The childminder enhances this activity by encouraging children to observe the similarities and differences of the colours. As a result, the childminder supports children well so that they develop the skills they need in readiness for school.

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

Children's emotional security is initially addressed well because a good settling-in procedure is implemented and agreed with parents. There are good procedures for emotionally preparing children to move into school, which include reading stories about starting school. There are visits to the local school to familiarise children with the school environment. However, children who are leaving to attend schools further away are not as well prepared. This is because the childminder does not provide opportunities for them to become familiar with their new environment. The childminder has attended training on healthy eating. As a result, she provides children with nutritious snacks that include a range of fruits. The childminder provides a range of opportunities for children to experience physical challenge. They have regular visits to the local playground to use the climbing apparatus. Additionally, they visit country parks and soft-play establishments.

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 checks the educational programmes to make sure all areas of children's learning are fully included in the planning. The childminder regularly attends the local authority forum meetings. This is an opportunity to link with other childminders and the local authority worker. Here, the childminder receives up-to-date information about the Early Years Foundation Stage and new legislation or guidance.

Setting details

Unique reference number	210161
Local authority	Staffordshire
Inspection number	865669
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	7 March 2011
Telephone number	

The childminder was registered in 2001 and lives in Hednesford. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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