

# Childminder Report

## Inspection date

20 April 2016

Previous inspection date

17 July 2012

| <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        |
| 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 are happy and relaxed in this calm, warm and friendly environment. The childminder and her assistants are caring and kind. Children have strong relationships with them and this helps support children's emotional needs and well-being.
- The childminder and her assistants are good role models. Children are very polite and well behaved. They are praised, encouraged and rewarded for their achievements. This helps to raise their self-esteem and confidence.
- The childminder has good systems in place for observation, assessment and planning. She tracks children's achievements to ensure that they make good progress in all areas.
- The childminder ensures children are kept safe. She thoroughly risk assesses her premises and outings. Potential hazards are identified and minimised and children are closely supervised at all times.
- Partnerships with parents are very positive. The childminder and her assistants keep them updated about the activities their children engage in. Parents are regularly informed about the progress their children make in their learning and development.

### It is not yet outstanding because:

- Children are not given enough time to develop their interests and explore their ideas further.
- Arrangements for sharing information with other early years settings are not fully embedded to ensure continuity and consistency in children's care and learning.

## What the setting needs to do to improve further

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

- allow children to have more time to explore their ideas to extend and build on their interests, enabling them to be more creative and solve problems
- build on the current arrangements for sharing information and working in partnership with other early years settings that children also attend.

### Inspection activities

- The inspector made observations of the quality of teaching during activities indoors and outdoors. She discussed the outcome of a planned activity with the childminder.
- The inspector had a tour of the premises and observed the childminder, her assistants and the children in the downstairs rooms of the house.
- The inspector looked at children's records, planning, documentation and a range of other documentation, including policies and evidence of suitability checks.
- The inspector discussed the childminder's self-evaluation form and plans for improvement.
- The inspector considered the views of parents provided through written feedback.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants know the signs and symptoms that might indicate a cause for concern about children's welfare. They understand the procedure to follow to report such concerns. A wide range of written policies and procedures is effectively implemented to support their good practice. The childminder observes her assistants and provides feedback on their performance. They all attend mandatory training, such as safeguarding and first aid. The childminder ensures she keeps up to date with changes and reforms through training and research. She uses self-evaluation well to identify weaknesses in her practice and drive continual improvement. The childminder gathers feedback from her assistants, parents and children to develop the service and to enhance the care and learning provided.

### Quality of teaching, learning and assessment is good

Teaching is good. Children enjoy listening to stories. Books are carefully selected to support older children to learn about rhyme and help to enrich their interest in literacy. The childminder and her assistants talk enthusiastically with the children as they play together to build a train track. They sensitively repeat words or key phrases back to children, providing them with the correct grammar and pronunciation. This helps to promote children's language development. Young children enjoy making marks using sticks in paint. Older children are encouraged to mix colours with the paint, make patterns and write their name. This helps to develop some of the early skills in literacy and mathematics that they need for their next stage in learning. Parents actively inform the childminder of their child's achievements at home and they work together to develop children's learning.

### Personal development, behaviour and welfare are good

Children of all ages play happily together and are included in developing house rules. They learn to respect each other, take turns and share resources fairly. The childminder and her assistants provide a wide range of experiences for children to develop their physical skills and well-being. For example, they have daily opportunities to play outside, with regular visits to local parks and attractions. Children are independent and motivated to do things by themselves, including self-care tasks. For example, they are eager to wash their own hands and put on their shoes for outdoor play. The childminder provides a range of nutritious meals and children are involved in preparing healthy snacks. Children develop the confidence they need to embrace new situations and to mix socially with others.

### Outcomes for children are good

All children make good progress and are working in at least the typical range of development expected for their age. Some children exceed this. They make good progress in literacy and mathematics, which helps to prepare them for later learning in school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY439549  |
| <b>Local authority</b>             | Staffordshire   |
| <b>Inspection number</b>           | 1042234   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 4   |
| <b>Total number of places</b>      | 18  |
| <b>Number of children on roll</b>  | 13  |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 17 July 2012  |
| <b>Telephone number</b>            |   |

The childminder was registered in 2012 and lives in Burton-on-Trent, Staffordshire. She operates Monday to Friday, from 7.30am until 6pm, all year round, except for family holidays and bank holidays. The childminder works with two assistants. One of the assistants holds an appropriate early years qualification at level 3. The childminder offers funded early years education for three- and four-year-old children.

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