

Inspection date	27 January 2015
Previous inspection date	1 December 2009

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

- The childminder has a good knowledge and understanding of the safeguarding and welfare requirements.
- Children benefit from a wide range of experiences, including visits to local play areas and toddler groups. This helps children to develop their social skills.
- Children are developing good communication and language skills. They speak confidently during their play and interactions with the childminder.
- The childminder organises a broad range of well-planned activities for children, which supports them to make good progress in their learning.
- The childminder has effective partnerships with parents, which means that children's learning at home is complemented.
- The childminder has established secure attachments with the children. They seek help and support as needed, which promotes their emotional well-being.
- The quality of teaching is good. This is because the childminder has a good knowledge and understanding of the learning and development requirements.
- The childminder monitors and evaluates the childminding service effectively.
- Children are happy and clearly enjoy their time at the childminder's home.

It is not yet outstanding because:

- The childminder does not always provide sufficient opportunities for children to develop their imaginative play.
- Children are not always provided with sufficient opportunities to further develop 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:

- provide further opportunities for children to develop their imaginative play, for example, by providing a range of resources, such as cardboard boxes and containers for them to use to represent other objects
- build further on children's developing early reading skills by, for example, displaying pictures with text and labels for them to refer to as they play.

Inspection activities

- The inspector saw the areas of the childminder's home that are used by children.
- The inspector observed the childminder caring for and playing with the children.
- The inspector checked evidence of the suitability of the childminder, and other adults living at the premises.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Carole Price

Inspection findings

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

The childminder provides a wide range of activities to promote children's learning and development across the seven areas of learning. Children have access to a wide range of toys and resources which help them develop independence. Children are engaged and motivated during activities, such as using baby lotion and talcum powder to make hand prints. They are encouraged to problem solve as they use these items to consider what will happen next and discuss this with the childminder. The childminder uses this opportunity to extend children's language skills by using appropriate vocabulary. The childminder uses mathematical vocabulary effectively, such as positional language while children play with the construction bricks. As a result of the good-quality teaching, children make good progress in their learning and gain the necessary skills to prepare them for school. Children enjoy initiating their own play and are supported effectively by the childminder. However, there are few opportunities for them to develop their imagination by using one object to represent another. Regular exchanges of information about children's achievements and parents' positive contributions to children's assessments ensure children's learning is supported at home.

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

Children have positive relationships with the childminder as they seek help and reassurance. The childminder offers a gradual settling-in process, which supports children's emotional well-being extremely well. Children have opportunities for physical play in the garden and on outings to local play areas. This also helps children to develop their social skills and confidence. The childminder helps children to develop a good understanding of diversity as she has a wide range of resources, such as wheelchairs for dolls. There is however room to provide children with further opportunities to develop their early reading skills. For example, by enhancing the environment with labels and pictures. Children help the childminder to tidy up after activities and demonstrate good skills and attitudes that will help them as they move on to their next stage of learning, such as school.

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

The childminder has a secure knowledge and understanding of how to safeguard children. She has successfully addressed the recommendations from the last inspection. The environment is safe with risk assessments undertaken for all areas of the home, including outings. Furthermore, the childminder now records children's full names in the attendance register. The childminder's knowledge and experience in early years has a positive impact on outcomes for children and means that they make consistently good progress in their learning. Parents' and children's views are sought to help identify areas for improvement. There are effective systems in place to monitor children's progress and ensure they make good progress in all areas of learning. Assessments are accurate and carried out regularly.

Setting details

Unique reference number	EY248441
Local authority	Sandwell
Inspection number	872590
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	1 December 2009
Telephone number	

The childminder was registered in 2006 and lives in a house in Smethwick. The provision operates all year round from 7.30am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a degree in early years.

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