

Inspection date	10 February 2015
Previous inspection date	3 August 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 builds good relationships with children and effectively promotes their personal, social and emotional development. Consequently, children are happy and settled.
- The childminder attends relevant safeguarding training. She knows what procedures to follow should she have concerns about the welfare of a child in her care.
- Children make good progress in their learning and development, because the childminder fosters their individual interests. She joins in with their play and talks to them to promote their language skills.
- The childminder uses a range of effective teaching methods to help children learn and develop, such as asking questions that can be answered in a variety of ways. This encourages children to listen and express their own thoughts and ideas.
- Children benefit from visiting groups where they learn to socialise and develop confidence by playing and interacting with children and adults. As a result, children develop and progress well in readiness for school.

It is not yet outstanding because:

- The childminder does not consistently extend younger children's independence skills by allowing them to make choices about their play.
- There is room to build on the information gained from parents about children's starting points in their learning when they first attend, to further support children's already good learning and development.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their independence skills, for example, by using visual signs to help them choose toys from the wide range of resources available
- build on the range of information gained from parents about what children already know and can do when they start so that staff can use this information to build on children's learning right from the beginning.

Inspection activities

- The inspector toured the premises with the childminder.
- The inspector observed children's play and learning activities in the playroom.
- The inspector looked at a range of documents, including children's assessment records and the childminder's planning, policies and procedures.
- The inspector checked evidence of the childminder's qualifications and training, and suitability for all adults in the household.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Lesley Bott

Inspection findings

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

The childminder develops good relationships with children and their families. She talks to parents on a daily basis and shares diary information with them about their child's day in her care. The childminder compiles a 'learning journal' for parents to inform them of their child's experiences during their time in her provision. Annual summaries of children's learning, gives parents opportunities to add their own views and comments about their child's progress. This effectively promotes a consistent approach towards children's care and learning. However, there is room to build on the information gained from parents about children's starting points in their learning, for example, by talking to parents about the skills children have at their admission stage. This will help further enhance their child's learning and development. The childminder has a good understanding of how children learn through play. Consequently, the quality of teaching is good. Children show their creativity and imagination through role play, as they serve pretend tea and cake to the childminder in their cafe. The childminder skilfully builds on these opportunities, to enhance and extend each child's language skills as they express themselves.

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

The childminder's home is warm and welcoming. A wide range of toys and resources are available that cover all areas of learning. However, there is opportunity to improve ways for children to initiate their own play; for example, by using visual signs to help younger children make more choices about their own play. The childminder works closely with parents to make sure that settling-in procedures are flexible, in order to meet their child's individual needs. For example, dietary needs are met through initial discussion with parents. In addition, a healthy lifestyle is encouraged by the childminder, as children have regular opportunity for outdoor play. This means that children's emotional and physical well-being is promoted well. The childminder re-enforces children's positive behaviour with praise and encouragement, which raises their self-esteem. As a result, children are happy and behave well.

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

The childminder ensures that all required documents are in place, and essential training is kept up-to-date. For example, required checks are in place to confirm the suitability of adults in the household. The childminder holds a current paediatric first-aid certificate. This means that she is well-prepared to support children in the event of an accident or emergency. Risk assessments are in place to ensure that the childminder's home is kept safe and secure. Hazards are minimised or removed to ensure that children are effectively protected and kept safe from harm. Partnerships with parents are good. As a result, the childminder takes account of their views to help guide and inform improvements in her own practice. Partnerships with other settings, such as the local schools are strong. As a result, children receive continuity in their care.

Setting details

Unique reference number	EY438373
Local authority	Sandwell
Inspection number	1003294
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	3 August 2012
Telephone number	

The childminder was registered in 2011, and minds from her partner's home in Smethwick, West Midlands. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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