

<b>Inspection date</b>	9 March 2015
Previous inspection date	25 June 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
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

- Teaching is good because the childminder uses her observations to plan activities and an environment which motivate children to learn. As a result, children make good progress in all areas of their learning and development.
- The childminder develops positive relationships with the children. This helps them to feel safe and form strong attachments. Consequently, children are emotionally secure and their well-being is effectively supported.
- The childminder has a good understanding of the safeguarding and welfare requirements because she has completed relevant qualifications. She is confident of the appropriate procedures to follow in the event of any concerns about children in her care.
- The childminder has strong and effective partnerships with parents and the other settings that children attend. Consequently, parents are effectively informed about her setting and are involved in their children's learning.
- Strengths and weaknesses of the provision are identified through effective self-evaluation. The childminder uses training to improve her skills, and as a result, children enjoy good-quality care and learning.

### It is not yet outstanding because:

- Occasionally, younger or less confident children are overlooked during reading activities, because the childminder focuses her attention on older children.
- The childminder is sometimes overly directive during activities.

## What the setting needs to do to improve further

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

- consider ways to further encourage younger or less confident children to join in reading activities, to support their early speaking and listening skills
- ensure teaching is less directive and give children more opportunities to lead their own play, so that they are able to try things for themselves and complete their work in their own way, to secure the best possible outcomes for children.

## Inspection activities

- The inspector observed activities in the childminder's house and garden.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents from written comments provided by the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.

## Inspector

Trisha Turney

## Inspection findings

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

The quality of teaching is good. As a result, children are making good progress and are well prepared for school or their next steps in learning. The childminder's good teaching skills enable her to engage well with children and interest them in their play and learning. For example, she plays alongside the children as they explore the texture of rice. Their independent play is balanced very well with a range of adult-led activities to promote children's development across the seven areas of learning. However, on occasions, the childminder overly directs children during activities. For example, she draws pictures for them, or directs them where to draw or put stickers on pictures. Consequently, children are not always able to follow their own interests and some learning opportunities are missed. Children show they listen well and concentrate. They respond well by following instructions when completing a jigsaw, as they search for pieces of different colours and sizes.

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

The childminder treats the children with kindness and respect, which nurtures strong attachments. Indoor and outdoor areas provide children with lots of opportunities to be physically active. The childminder helps children to develop self-esteem and independence. For example, she encourages them to peel their own fruit or to put on their own shoes to go outside to play. However, the childminder sometimes misses signs that younger children want to join in during reading activities. This is because her attention is focused on older, more dominant children. This means opportunities to extend younger children's speaking and listening skills are sometimes missed. The childminder promotes children's understanding of healthy lifestyles by helping them to choose healthy snacks. Children are confident to explore their environment and manage risks well. For example, they confidently climb a slide or manoeuvre their cars down a step. The childminder maintains closely supervision throughout to ensure their safety is fully maintained.

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

The childminder has a secure knowledge of the learning and development requirements and knows how safeguard children. Documentation is organised well, regularly reviewed and used effectively by the childminder to safeguard children and support their welfare. The childminder attends training courses and works well with other childminders and support groups in the locality. This helps to support her in areas that she has targeted for her professional development. The childminder makes regular observations of children's progress and uses this information to inform her planning. She uses an online system to monitor children's development, to ensure that they make good progress in the seven areas of learning. She shares their daily progress reports with parents and invites them to access and contribute to their online learning journals. Parents are appreciative of the good-quality care and education provided.

## Setting details

<b>Unique reference number</b>	EY436334
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	853744
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 June 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Birmingham. Funding for early education is available for two-, three- and four-year-old children. The childminder operates Monday to Friday, all year round, except for bank holidays and family holidays.

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