

Inspection date	17 March 2015
Previous inspection date	25 September 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 quality of teaching is good. The childminder understands how to promote all aspects of children's learning. As a result, they make good progress.
- The childminder knows children very well. Strong relationships have been formed and children feel confident to ask the childminder for support when needed. As a result, their emotional needs are well catered for.
- The childminder has a good understanding of the safeguarding and welfare requirements. She successfully implements a range of policies and procedures to help keep children safe and to promote their well-being.
- Children are particularly well supported in developing their skills in communication and language and personal independence.
- Children play in a welcoming and stimulating environment and are confident and enthusiastic learners. The childminder recognises the uniqueness of each child and this enhances relationships with children and their parents very successfully.
- The childminder regularly reflects on her practice and demonstrates a commitment to continuous improvements, to benefit the children in her care.

It is not yet outstanding because:

- The childminder has not fully established relationships with local nurseries and schools, in order to share information about children's learning and development.
- There is scope to further involve parents in children's learning, in order to support children to make even better progress.

What the setting needs to do to improve further

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

- enhance partnerships with local nurseries and schools, so that there is a more effective method for sharing information, in order to support and complement children's learning and development
- involve parents more effectively in their child's learning, both within the setting and at home, to consolidate children's learning even more and help them make the best possible progress.

Inspection activities

- The inspector spoke to children and the childminder at appropriate times throughout the inspection.
- The inspector observed the interaction between the childminder and children during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications and viewed a selection of the childminder's policies, procedures and records.

Inspector

Julie Preston

Inspection findings

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

The childminder uses her experience and knowledge of how children learn to plan for their individual needs. She incorporates children's interests into activities to ensure they are enthusiastic and motivated to learn. Children show high levels of concentration as they identify pictures in a story relating to the different food a caterpillar ate and post them into his mouth. This effectively supports and extends their enjoyment of the story session. The childminder keeps parents well informed about their children's development and achievements while in her care. However, she has not established systems to encourage parents to actively become involved in their child's learning, both within the setting and at home. The childminder skilfully challenges and extends children's learning. She constantly talks to the children about what they are doing and asks them questions to enhance learning. School readiness is supported by a consistent emphasis on learning about letters and numbers and by developing children's personal independence.

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

The childminder effectively enhances children's well-being. All children form strong bonds with her and are happy and content in her care. Children are confident and move around the rooms at ease, selecting their play. This builds up their self-esteem. Children behave well and use their manners effectively. The childminder supports their developing independence and self-esteem in preparation for their move to school. For example, children regularly receive praise and encouragement for their achievements. They independently access play materials. Children benefit from the wide range of age-appropriate toys and resources that support their learning well. The childminder effectively develops children's understanding of a healthy lifestyle. She incorporates good hygiene practices, healthy eating and regular exercise within daily routines. The childminder develops children's understanding well through planned and routine activities. For example, children develop an understanding of road safety as they learn to cross the road when they are on outings.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She completes safeguarding training and is clear about her role and responsibility to help keep children safe from harm. For example, she carries out regular risk assessments and daily safety checks to ensure children's safety, both within the home and while on outings. The childminder completes an overview of children's progress and tracks their individual development. She completes regular observations and assessments to identify areas where children may need further support or challenge. The childminder understands the importance of working in partnership with local nurseries and schools. However, these partnerships have not been fully developed. For example, they do not currently share information on children's learning and development to effectively work cohesively together for the best possible outcomes for children.

Setting details

Unique reference number	255065
Local authority	Sandwell
Inspection number	871565
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	25 September 2009
Telephone number	

The childminder was registered in 1998 and lives in the Great Barr area of the West Midlands. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She has a level 3 qualification.

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