

Inspection date	25 March 2015
Previous inspection date	14 July 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		Outstanding	1
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 consistently good. Activities provided take into account children's interests and next steps in learning. All children make good progress.
- The childminder's home is dedicated to her childminding practice. She ensures that the environment is well laid out so all resources are easily accessible. She also ensures she has a great variety of resources, both indoors and outside, to offer children plenty of choice. Therefore, children benefit from a highly-stimulating environment that promotes their learning.
- The childminder is warm, friendly and fun. She has extremely strong bonds with the children and their families. Her settling-in procedures are extensive and offer the children plenty of time to adjust to her setting. She sensitively manages their care needs and successfully promotes their emotional well-being.
- The childminder makes use of the space in her garden to promote children's physical skills exceptionally well. Children delight in negotiating the different climbing equipment and enjoy practising their skills in balancing and climbing confidently.
- The childminder prioritises children's safety and welfare. She is highly knowledgeable and experienced with regards to keeping children safe. She knows how to act promptly should she have any concerns about a child's well-being. She also carefully minimises all the risks within her home.

It is not yet outstanding because:

- The childminder does not always make the most of her teaching methods during activities, to sharply focus on promoting children's communication.
- Children do not yet make outstanding progress. This is because the childminder's evaluation of the setting is not yet sharply focused on the quality of teaching practice, in order to raise children's attainment to the highest levels.

What the setting needs to do to improve further

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

- make the most of all opportunities to help children acquire excellent speaking skills, by using a variety of different teaching methods during activities that promote their communication
- strengthen the evaluation of the setting to focus more acutely on the quality of teaching practice, to further raise the standards and better support children to make outstanding progress.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with childminder throughout the inspection.
- The inspector looked at the documents available, including children's learning records, risk assessments, policies and procedures.
- The inspector checked evidence of the suitability of the childminder and qualifications of the childminder and discussed her methods for self-evaluation.
- The inspector sought parents views from written comments available.

Inspector

Josephine Heath

Inspection findings

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

The childminder has a good understanding of how young children learn and develop. She makes precise observations and assessments of their progress. The childminder uses the information gathered to promote children's next steps in learning. For example, children participate in a planned planting activity. The childminder helps toddlers to enjoy the sensory experience of digging in the soil and promotes their physical skills. With pre-school children, she encourages them to think about how to care for living things, to develop their understanding of the world. The childminder encourages children to lead their own learning as they choose to carry out creative activities inside. She encourages them to explore different textures and experiment with different media. However, at times during activities, the childminder does not fully promote young children's development in speaking sharply enough for them to acquire excellent skills. For example, she sometimes talks over their heads or while sitting beside them so they cannot see her speaking. She also does not always model and repeat language back to them. Nevertheless, the childminder rigorously checks the progress of the children to ensure no child falls behind.

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

The care practices that underpin children's well-being are outstanding. The childminder successfully promotes the skills children will need for moving on to nursery or school. For example, children are encouraged to be independent during routines. She asks them to wash their hands at the sink, choose which fruits they would like to eat for snack and she enables them to cut the fruits up using knives. The childminder helps children to take part in turn-taking games, such as hide and seek, from a very early age to promote their skills in playing with others. Children listen to the childminder and respect her. Consequently, they respond promptly when asked to do something, such as sit down at the table. Children are well supported to explore the setting freely and lead their own play. The childminder actively encourages children to become self-motivated to learn. As a result, children display immense enjoyment from attending the setting as they laugh, giggle and confidently choose items they wish to play with.

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

The childminder is highly experienced and well qualified. She continually seeks to update and refresh her knowledge. This greatly benefits the children in both their care and education. The childminder evaluates her setting and takes into account the views of those who use it. She is greatly focused on ensuring she keeps up to date and that her practice is good. She sets priorities for improvement and works towards these. However, her evaluations are not yet sharply focused on evaluating the impact of her teaching practice to support children to make the best possible progress. The childminder has established excellent partnership with parents, other providers and professionals. She ensures a two-way flow of information is shared, to promote continuity in children's development.

Setting details

Unique reference number	257210
Local authority	Birmingham
Inspection number	867070
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	14 July 2009
Telephone number	

The childminder was registered in 1984. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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