

Childminder Report

Inspection date

30 April 2015

Previous inspection date

22 April 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 skilfully helps children to consider how they can solve their own problems. As a result, children are interested and motivated in their play. They make good progress in their learning and development, depending on their starting points.
- The childminder uses observation effectively to reflect on how she can help children to learn more. This means that children are provided with good levels of challenge in their learning and development.
- Children develop a strong sense of belonging as they form settled relationships with the childminder and each other. This reinforces children's self-confidence and emotional well-being and prepares them well for the move to the next stage in their learning.
- The childminder's obvious enjoyment of her role ensures that children feel secure and happy in her company and become confident learners.
- The childminder's home is safe; she takes good steps to reduce potential dangers and is confident in her responsibilities with regard to child protection. Therefore, children are safeguarded and their welfare is protected.

It is not yet outstanding because:

- The childminder has not yet developed highly successful strategies to engage other settings in working together, to complement and enhance children's learning and development.
- Babies and toddlers are not always supported in communicating their individual choice from toys and resources.

What the setting needs to do to improve further

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

- extend the already good strategies that promote effective partnerships in working with other settings children attend, in order to exchange important information about children's current focus in their learning and development
- increase opportunities to enhance babies and toddlers self-confidence and language skills, for example, by using more props and pictures to help babies and toddlers to identify what they would like to play with.

Inspection activities

- The inspector observed activities, speaking to children at appropriate times while they played.
- The inspector discussed children's learning with the childminder following an activity.
- The inspector spoke to the childminder about the daily routines and children's individual learning and development.
- The inspector looked at policies, children's assessment records and a range of other documentation.
- The inspector looked at evidence of self-evaluation, including the views of parents from contributions made in documentation.
- The inspector checked evidence of the suitability of the childminder and all members of the household.

Inspector

Kim Barker

Inspection findings

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

The well-qualified childminder uses her strong knowledge to promote individual children's progress. The childminder expertly prepares children for upcoming adult-led activities. Children are reminded of the current theme as the childminder prepares snack. Children are able to share with the childminder that they remember the types of fruit the caterpillar eats, as they eat the same fruit and listen to the story. The childminder skilfully changes her plans to follow children's interests. Babies and toddlers investigate the marks they make with paints and various brushes and sponges. The childminder provides a narrative for what they are doing and as they explore freely, their creative skills are promoted. Children mix the paints together and make links with what they know about the world, describing the result as 'gravy'. The childminder helps them to explore their ideas as the children predict and learn. Children are able to explain that the colours they have mixed have made brown. Children take an active role in their learning as they develop their own strategies for doing things and gain the necessary skills to support their future learning.

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

The childminder is skilled in adapting her practice to involve all children in her care. Each child chooses a jigsaw, depending on their ability and they play together. The childminder uses this time to introduce new words and concepts. Children's self-confidence and social skills are enhanced further by attending toddler groups with the childminder. Children ask the childminder where the toy orange aeroplane is. The childminder helps them to think where it might be stored. However, babies and toddlers who are not yet able to talk, are not able to identify what it is they would like to play with next. This means they cannot always make independent choices about what they play with. The childminder promotes independence skills. Children confidently share that they know how to manage their own toileting needs and follow hand-washing routines. Children are able to be active on a daily basis through physical play at groups and in the childminder's garden.

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

The childminder places a high focus on how she can continually improve outcomes for children. She works with other local childcare providers and attends all regulatory training. The childminder regularly seeks the opinions of parents and uses self-evaluation to reflect on her practice. The childminder uses regular assessment of children's development to map their progress. She has effective systems in place for evidencing and tracking children's learning. This shows that the childminder has secure knowledge of the learning and development requirements. The childminder has developed strong partnerships with parents and regularly shares information about their children's progress. As a result, parents are able to complement their child's learning at home. The childminder has not yet been successful in engaging other providers in exchanging information about children's learning in other settings they attend. This means children do not always benefit from a shared approach in their learning that helps them to make as much progress as possible.

Setting details

Unique reference number	EY376123
Local authority	Solihull
Inspection number	858346
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22 April 2009
Telephone number	

The childminder registered in 2008 and lives in Castle Bromwich, Solihull. She operates all year round from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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