

Childminder Report

Inspection date

15 May 2015

Previous inspection date

15 December 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 provides children with a range of interesting first-hand learning experiences that engage and motivate them to learn. She works closely with parents from the onset so that she meets children's learning needs. Consequently, all children are making good progress in their learning and development.
- The childminder is confident about the procedures to follow should she have concerns about children's welfare. She has updated her safeguarding training to a high level to ensure her practice keeps children safe and protected from harm.
- The childminder has formed close and trusting relationships with the children and their parents. She uses routines and activities well to encourage them to develop key skills in readiness for school. This ensures that children are happy and settled.
- The childminder promotes the health and safety of the children well. She assesses the risks to her premises and has minimised these. As a result, children are able to move around freely and safely between the indoor and outdoor environment.
- The childminder is well qualified and has a secure understanding of the requirements. Continuous professional development ensures that she is constantly reflecting upon her knowledge to provide good-quality childcare and prepare children for school and future life.

It is not yet outstanding because:

- On occasions, the childminder does not give children enough time to respond to questions.
- The evaluation of the setting is not sharply focused on the impact of the quality of teaching during planned activities.

What the setting needs to do to improve further

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

- make best use of all opportunities for children to share their thoughts and opinions and develop their thinking skills by asking enquiring questions and responding to children's queries
- sharpen the focus of the evaluation of the setting, for example, by looking more closely at the impact of the quality of teaching during planned activities, to further raise the standards and help children achieve at the highest level.

Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector spoke to the childminder and children during the inspection, and observed children engaged in a variety of activities.
- The inspector checked evidence of the suitability of all household members and viewed the childminder's training certificates.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents provided in a written form.
- The inspector observed and evaluated a learning activity with the childminder.

Inspector

Rupinder Phullar

Inspection findings

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

The childminder knows how children learn. She observes and assesses children's progress, so that she understands their abilities and knows what they need to learn next. She provides a stimulating environment both indoors and in the garden. This encourages children to engage in play and motivates them to learn. Children's independent play is balanced very well with a good range of adult-led activities. For example, children build using construction toys and use nets during water-play activities. The childminder skilfully joins in with children to offer support and to develop their language. For example, she uses positional language, such as 'underneath', 'on top' and 'next to' as they build sand castles. The childminder listens to children, speaks clearly and asks the children questions. However, occasionally she tells children what they need to know instead of asking questions that encourage them to share their ideas and think critically. The childminder includes parents in monitoring their child's progress. This ensures the assessment of children's progress remains accurate and parents are fully informed. The childminder shares resources with parents so that they can continue activities at home. Information about children's learning is shared with staff at other settings where some children attend.

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

Children form secure emotional attachments with the childminder because she welcomes their interaction. The childminder helps to promote children's self-esteem as they gain a sense of well-being. This sense of belonging prepares them emotionally for when they move to school or nursery. Children gain good social skills and an awareness of the wider world through visits to community groups. The childminder regularly organises outings in the local environment. For instance, children regularly visit the local allotments and learn about where food comes from. The childminder encourages parents to provide children with healthy meals and snacks, and children receive plenty of fresh air and physical exercise. Children behave well in the childminder's care. The childminder gives children consistent boundaries and praises good behaviour. Children are kept safe, secure and encouraged to be independent and responsible for their own personal-care needs.

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

The childminder has a very good understanding of the requirements. The childminder rigorously checks children's progress to ensure they are moving forward in their development. She identifies children's achievements using her supporting documentation. Therefore, she can clearly see how children are progressing and where they may need additional support. The childminder evaluates her setting, taking in to account the views of those who use it. She sets herself targets for improvement and is active in working towards these to continually raise the standards. However, the childminder does not use her evaluation to look more closely at the impact of the quality of her teaching during planned activities. Therefore, children's progress and achievements are not yet reaching the highest possible level.

Setting details

Unique reference number	EY239074
Local authority	Walsall
Inspection number	870052
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15 December 2009
Telephone number	

The childminder was registered in 2002 and lives in Walsall. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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