

# Childminder Report

## Inspection date

15 May 2015

Previous inspection date

19 January 2010

<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

- The childminder is an experienced childcare practitioner and fully understands how young children learn. She provides a well-equipped playroom, which offers an extensive range of learning experiences that foster children's interests. This supports them in making good progress towards the early learning goals, in readiness for school.
- Children are happy and settled because they build a strong attachment to the childminder. As a result, their emotional well-being is assured because they are well cared for.
- The childminder works hard to keep children safe and well. She provides a safe and secure environment, where hazards are effectively minimised.
- The well-qualified childminder keeps her training up to date. She has attended paediatric first aid and safeguarding courses. Consequently, she knows how to take action, should she have any concerns about a child's welfare, in order to keep them safe and well.
- The childminder develops strong partnerships with parents. Therefore, they are very well informed about their child's development.
- The childminder works closely with her co-childminder to evaluate the provision and reflect on their practice. This helps drive improvement. In addition, the childminder seeks the views of parents, to enable her to provide the best possible care and learning for children.

### It is not yet outstanding because:

- Children do not always get the opportunity to gain a greater understanding of the natural world.
- The childminder has yet to build effective communication links with all the different settings where children attend.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their knowledge of the natural world, for example, by planting seeds and growing plants
- strengthen partnership working by ensuring there are robust communication links with other settings children attend, so that they fully benefit from a shared understanding and common approach to supporting their progress.

### Inspection activities

- The inspector toured the areas used for childminding, and spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the practice and interactions between the childminder, co-childminder and children during play and daily care routines, and carried out observations with the childminder.
- The inspector looked at a range of documentation, including the childminder's self evaluation, policies and procedures, and the children's learning and assessment records.
- The inspector checked evidence of the suitability of adults living and working on the premises, and the childminder's qualifications.
- The inspector took account of the views of parents, from feedback obtained by the childminder through parents' surveys.

### Inspector

Karen Cooper

## Inspection findings

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

The childminder routinely observes children as they play. She gathers information from parents about their child's interests, abilities and learning at home. As a result, children are provided with a good variety of well-planned activities, which help them to learn through play. Babies develop their senses and curiosity as they explore various objects using their hands and mouth. Toddlers have great fun using their imagination to design a robot. They have access to a wide variety of resources to enable them to express their creativity. The childminder skilfully builds on opportunities to extend children's language development and mathematical skills. Children enjoy outdoor play, and have fun as they chase bubbles, which help to promote their physical skills. However, children do not have enough opportunities to develop their knowledge of the natural world, such as exploring how things grow.

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

The childminder sensitively supports children with the move from their home into her care. She has a warm and attentive approach. Consequently, children settle well and are happy and secure. Children know how to behave well, and learn from a young age what is expected of them. The childminder continually praises children for their efforts, which helps build their confidence and self-esteem and means that they feel valued. The childminder successfully promotes the good health of children. She provides a well-balanced selection of hot and cold meals, and they develop good self-care skills. For example, the childminder prompts toddlers to feed themselves and independently drink from beakers. Children learn about different cultures and family backgrounds. They have access to a broad range of resources to help them consider and value diversity. In addition, children benefit from opportunities to socialise with other children at local toddler groups and parks. This helps to promote their personal, social and emotional development.

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

The childminder promotes the welfare of children well. She understands her responsibility to safeguard children and has obtained suitability checks for all adults within her household. She has a secure knowledge of the welfare, and learning and development requirements of the Early Years Foundation Stage. In addition, she attends training to keep her knowledge up to date. This enables the childminder to share good practice and develop her provision further so children make good progress. Since her previous inspection, the childminder has developed effective methods to evaluate her provision and assess children's continuing development. Consequently, all children benefit from effective monitoring systems, which secure their continuing good progress. Furthermore, the childminder has improved relationships with parents to support children's needs. However, this good partnership working does not extend to all other settings children attend.

## Setting details

<b>Unique reference number</b>	405337
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	869049
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 January 2010
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in New Oscott, Birmingham. She works with a co-childminder and operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. She holds an appropriate early years qualification at level 3.

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