

# Childminder Report

<b>Inspection date</b>	22 May 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 quality of teaching is consistently good. The childminder makes good use of her knowledge about children to plan and provide activities that promote their individual learning.
- The childminder is warm, friendly and caring. She has created a playroom for children to use, which gives them access to vast amounts of resources. Children are eager to spend time in the setting, confident to explore and motivated to select what they want to do.
- Children's physical skills are promoted well. The childminder makes good use of the resources in her garden to develop children's confidence in climbing and balancing. She also teaches children about the importance of being healthy, as she encourages them to run around and think about the effects of exercise on their body.
- Children listen to instructions and behave well. The childminder models her expectations and implements her basic house rules. She encourages children to help out with small tasks and look after the environment and each other.
- The childminder is well qualified. She has plenty of experience in working with children and draws upon this to support her practice. She keeps her knowledge and skills up to date by seeking further training and conducting her own research. This proactive approach means children continually benefit from good quality care and education.

### It is not yet outstanding because:

- Partnerships with parents are established. However, they are not yet highly successful in promoting continuity of children's learning between the setting and home.
- The childminder evaluates the setting. However, this is not yet well focused on the quality of teaching and learning within the setting to raise children's attainment to the highest level.

## What the setting needs to do to improve further

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

- build on the partnerships with parents by further developing their contributions to their children's assessment information to better promote continuity of learning between the setting and home
- strengthen the evaluation of the setting by looking more closely at the quality of teaching and the impact it has on children's learning, to further raise their attainment to outstanding.

### 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 the 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 and qualifications of the childminder, and discussed her methods for self-evaluation.
- The inspector sought parents' views from written comments and discussions held.

### Inspector

Josephine Heath

## Inspection findings

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

All children make good progress. The childminder provides a well balanced mix of child-initiated and adult-led play, which promotes their learning. For example, children are highly engaged in a singing activity. They keenly select objects out of the childminder's music bag and loudly participate in singing with the childminder. She is acutely focused on promoting children's good social skills and good communication skills. Children choose to play with bubbles in the garden and spend time investigating how they work. The childminder extends and enhances children's play as she introduces them to the idea of painting with the bubbles. She encourages children to experiment with the mixture and explore the new material that they can create things with. The childminder shares information with parents. However, this is not always highly successful. Some parents are well supported to actively contribute what they know about their child to continually inform assessments, however, this is not always the case. Therefore, continuity between children's learning in the setting and home is not well enough established to promote their best possible progress.

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

Children are well cared for within the childminder's home. She spends time talking to parents about their child's care routines and needs from the outset. The childminder sensitively manages children's care needs. If specific medical or dietary needs emerge, she quickly puts a focused care plan into place to ensure children's needs continue to be well met. Children acquire all the social and emotional skills they will need for the next stage of their learning. The childminder focuses on developing children's self-esteem and independence. She promotes good communication and language skills as she prompts children to ask for what they want or need. She also promotes good social skills, by encouraging children to play well with their peers.

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

The childminder understands her responsibility to meet the requirements of the Early Years Foundation Stage. She frequently checks children's progress and highlights their development using her tracking systems. This enables her to clearly see where children need additional support or further challenge in their learning. The childminder also keeps her safeguarding training up to date and maintains this at a high level. She is confident about recognising the possible signs and symptoms of child abuse. She knows how to seek professional support to ensure children are protected from harm. The childminder evaluates her provision and sets herself clear targets to work towards. However, her evaluations of the setting are not sharply focused on the quality of her teaching and the impact this has on children's learning. Therefore, activities provided do not yet consistently promote children to achieve at the highest level. The childminder works closely with her improvement advisor, and is focused in her drive to secure the best possible outcome for children.

## Setting details

<b>Unique reference number</b>	EY464429
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	946202
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2011. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3.

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