

# Childminder Report

<b>Inspection date</b>	17 June 2015
Previous inspection date	7 March 2011

<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 has high expectations of children. She continually creates and builds on opportunities to promote children's learning and development as she plays and talks with them. This helps them to concentrate and develop their own ideas even further.
- Children develop a strong sense of belonging as they form appropriate relationships with the childminder and each other. This helps them to feel safe and secure, and so they actively explore.
- The childminder organises space and resources well. Children develop independence in their learning as they choose freely from a wide range of toys and activities. This helps children to develop their skills in purposeful and developmentally appropriate play.
- The childminder is familiar with using observation to record children's achievements. She periodically summarises their progress to ensure that she has a good overview of their individual needs.
- The childminder has attended training, such as paediatric first aid and food safety. She has a good understanding of safeguarding issues and how to respond if she has concerns about a child's welfare. As a result, children are kept safe and their welfare is protected.

### It is not yet outstanding because:

- The childminder does not maximise opportunities to consistently exchange information with everyone involved with children's learning, so that their needs are extremely well met.
- The childminder evaluates her provision. However, she has not yet considered how to make the best use of the views of everyone involved, to make further improvements to the quality of teaching and learning.

## What the setting needs to do to improve further

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

- devise more effective ways to engage parents and other childcare providers in sharing ongoing information about children's learning and development, in order to further complement and support their learning
- consider the opinions of parents and children when evaluating the setting, to look more closely at the quality of teaching and the impact it has on children's learning.

### 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 discussed and looked at evidence of self-evaluation. This included the views of parents in questionnaires.
- The inspector checked evidence of 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**

Children's mathematical skills are expertly promoted. They read numerals from a set of kitchen scales and develop their own ways for comparing the size and weight of dolls. The childminder provides a narrative for what is happening. This helps children to develop their understanding and speaking and listening skills. The childminder engages parents in sharing information about their children's development when they first start in her setting. This helps her to identify children's starting points and how she can help them to learn more. The childminder tracks children's progress and addresses any gaps in their learning. However, she does not always share this information with parents successfully. This means parents are not always able to complement their children's learning when they return home. The childminder makes the most of every opportunity to teach key skills that prepare children for moving successfully on to school. For example, when children wonder why a yoghurt pot falls over when they try to place a spoon inside, the childminder takes time to help them to investigate and work out why. This encourages a positive attitude to learning. The childminder is sensitive to children's individual needs and provides tailored support to help children make progress. For example, children who favour their left hand struggle to cut using scissors. The childminder helps them to identify which scissors to use. She asks which hand they use to write their name and praises the children for their efforts. This helps them to continue with activities they find challenging.

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

The childminder understands how to keep children safe. Her home is secure and she makes daily checks on the environment to minimise or remove any potential risk. Clear evacuation procedures are displayed so that children know what to do in an emergency. Children become independent because the childminder establishes good daily routines. Children understand the childminder's clear boundaries and expectations. When they arrive from nursery, they take off their shoes and confidently change out of their uniform. Toddlers are taken to local groups where they meet other children. They develop self-confidence and independence as they play and learn to get along with others, taking turns and sharing. Children learn about keeping healthy. The childminder talks to the children about what they would like for their lunch and promotes healthy choices.

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

The childminder works closely with other local childcare professionals, to help her reflect on her work with children and share good practice. Although the childminder seeks the opinions of parents in questionnaires, she has not yet considered how to make the best use of this information, to monitor the quality of her teaching and the impact this has on children's learning. Consequently, she has not identified how to move her teaching practice to outstanding levels. Children who also attend other settings do not always benefit from a shared approach to their learning. This is because procedures to share information, such as children's next steps or progress, are not yet fully established.

## Setting details

<b>Unique reference number</b>	255107
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	864554
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 March 2011
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in the Great Barr area of Birmingham. She operates all year round from 7.40am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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