

# Childminder Report

<b>Inspection date</b>	9 July 2015
Previous inspection date	2 November 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

- Teaching is good. The childminder's level 3 childcare qualification and her commitment to ongoing training in the early years impact positively on all children's learning and development. Consequently, children are progressing well towards the early learning goals given their starting points.
- The childminder develops strong emotional attachments with all children in her care. As a result, children behave well and have a high regard for the childminder and other children around them. This fosters children's confidence and self-assurance and, thereby, their readiness for the next setting and for school.
- The childminder has a robust knowledge and understanding about how to make sure children are effectively protected. She is fully aware of who to contact with regard to any concerns about the children in her care. Her risk assessment procedures are robust and help her make sure all indoor and outdoor areas and outings are fully checked.
- The childminder develops very effective relationships with parents, carers, other providers and professionals. Consequently, children's needs are identified and met. As a result, any gaps in children's learning are effectively closed.

### It is not yet outstanding because:

- The childminder does not always follow children's interests during their spontaneous play.
- The childminder does not always fully enhance children's mathematical learning during their everyday play.

## What the setting needs to do to improve further

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

- respond more consistently to children's spontaneous requests for activities that interest them
- extend opportunities for children to explore mathematics during planned and spontaneous play times.

### Inspection activities

- The inspector looked at a range of documents, including evidence of suitability and the childminder's self-evaluation and improvement plans.
- The inspector observed routines and activities in the indoor areas and checked other indoor areas and the garden.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector looked at a range of children's learning journal documents.
- The inspector took account of the views of children and parents spoken to on the day.

### Inspector

Mary Henderson

## Inspection findings

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

Children learn about their local community and about the lives of other people. This is because the childminder takes them on a range of outings to places of interest throughout the year. The childminder provides interesting activities, both indoors and outdoors, each day to promote children's learning. For example, children spontaneously play in the water investigating, exploring and talking about their findings. However, during such times, the childminder does not always respond to children's ideas as they make requests to extend their own play. For instance, children request more water in their watering cans but are told the water has all gone. Consequently, some children begin to lose interest in their self-initiated play. During planned and spontaneous opportunities, the childminder enhances children's communication and language skills and their personal, social and emotional skills. This is because the childminder engages with children and talks with them about their activities. However, the childminder does not always plan enough opportunities to further enhance children's mathematical learning during these times.

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

The childminder promotes children's independence because she makes sure they are able to easily find the resources and equipment throughout the day. Children learn about a healthy diet and lifestyle because the childminder provides lots of healthy options, such as fruit and drinks of water throughout the day. Children's physical development is fostered well because they access the garden each day and visit the local parks where they take risks in their play as they use the broad range of equipment.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements. She regularly checks that the educational programmes for children in her care cover all the areas of learning and include their interests. There are strong partnerships with parents which include the daily exchange of information about their child's care and learning. Furthermore, parents are effectively supported by the childminder to continue their child's learning at home. The self-evaluation procedures are good and include parents, children and other providers and professionals. This helps to drive forward further improvement so that children continue to benefit from attending the childminder's provision.

## Setting details

<b>Unique reference number</b>	EY427076
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	852739
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 November 2011
<b>Telephone number</b>	

The childminder was registered in 2011. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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