

# Childminder Report

**Inspection date**

30 June 2015

Previous inspection date

18 May 2009

<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

- Children are given a good grounding in early literacy and mathematics. They enjoy well-told stories and the childminder effectively uses questions and props, such as puppets, to encourage children's imaginative storytelling. She successfully fosters children's accurate recognition and use of numbers, shapes and colours in different contexts and their ability to solve simple number problems.
- The childminder is reassuring, approachable and receptive to children's differing interests and characteristics. She interacts well with them, encouraging children's choices and ideas, and praising their efforts so they settle quickly, become increasingly confident and want to do well.
- Children are effectively protected by the childminder. She promotes their health and safety and knows what action to take if she has any concerns about a child's welfare. The childminder recognises signs of abuse and neglect, implements robust safeguarding procedures which reflect local guidance, and keeps up to date with relevant training.
- The childminder has positive relationships with parents. She encourages and values their views about their children's care, learning and development. Parents appreciate the childminder's regular feedback and advice about their children's routines, activities and progress.

### It is not yet outstanding because:

- The childminder does not always help children to find out about how things work and about how information can be retrieved from computers.
- The childminder has not considered all possible ways to help children develop spatial awareness and understand how to negotiate space.

## What the setting needs to do to improve further

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

- improve teaching to help children find out more about how things work and how information can be retrieved from computers
- enhance children's spatial awareness and control by offering them more opportunities to negotiate space.

## Inspection activities

- The inspector observed activities in the playroom and the childminder's garden.
- The inspector spoke to the childminder and a child at appropriate times during the inspection.
- The inspector took account of the views of parents from their written feedback to the childminder.
- The inspector looked at and discussed the childminder's self-evaluation form and discussed her plans for improvement.
- The inspector looked at children's records, planning documentation and evidence of the suitability of the childminder. She also looked at a range of other documentation, including policies and procedures.

## Inspector

Rachel Wyatt

## Inspection findings

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

The childminder accurately assesses children's starting points and ongoing development, reflecting parents' views about their children's learning and progress. She uses this information to, in the main, successfully plan for children's interests, abilities and learning priorities. The childminder interacts well with children, promoting their good progress and effective learning in readiness for school. She adeptly fosters children's involvement, attentive listening and speech and vocabulary. Children confidently express their ideas, recall events and use language for thinking. The childminder encourages their creative use of different construction toys and materials to make model buildings or dens. She talks to children about how things fit together and operate but does not always use other resources to extend their awareness. The childminder provides children with opportunities to observe and collect some natural materials, such as leaves, which they use in their artwork.

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

The childminder sensitively settles children and develops their confidence and independence in readiness for nursery and school. She encourages them to make choices and to follow up their ideas for play. Children behave well. They have positive relationships, discuss feelings, share and take turns. The childminder meets children's care, health and dietary needs and fosters their awareness of how to be healthy. Children enjoy being active and spending time outdoors. They adeptly balance and climb on different apparatus. However, the childminder is yet to fully consider how she can help children to negotiate space and develop spatial awareness. The childminder promotes children's independence in managing their personal care, good hygiene and getting dressed. Children are well nourished, enjoying home-cooked lunches and making healthy choices about what to eat and drink. Children are looked after in comfortable, safe and secure surroundings and learn about different aspects of safety during daily activities.

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

The childminder has effective procedures to check the quality and impact of her childminding provision on children's care, learning and development. This includes addressing previous inspection recommendations relating to safety and arrangements for children's care. The childminder consistently checks children's progress so she promptly identifies any gaps in their learning or in the activities she provides. She uses a toy library to extend the range of resources available to children and, in the main, successfully keeps up to date through training and her links with other childminders. The childminder holds an appropriate early years qualification and uses her knowledge to ensure that children benefit from her teaching and good care. She has effective relationships with parents, other settings some children attend, and the schools that they move on to. The childminder offers children consistency and continuity in the way she promotes their health, safety and development and supports their smooth transitions into school.

## Setting details

<b>Unique reference number</b>	EY381420
<b>Local authority</b>	Walsall
<b>Inspection number</b>	858677
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 May 2009
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Sutton Coldfield. She operates all year round from 8am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 early years qualification.

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