

# Childminder Report

**Inspection date**

9 September 2015

Previous inspection date

15 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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has a good understanding of the signs and symptoms of abuse. She is fully aware of the procedures to follow should she have concerns about a child in her care.
- The childminder works closely with parents. She shares information with them daily. Parents are involved in their child's learning. They read their child's development records and comment on the assessments that the childminder makes. The childminder provides ideas to encourage parents to further support children's learning at home.
- Behaviour is good. Children learn values, such as turn taking and sharing. The childminder has high expectations of behaviour. She acts as a positive role model as she encourages good manners. Children learn the importance of saying please and thank you and the childminder sensitively reminds them to use these at appropriate times.
- Children develop good relationships, both with the childminder and their peers. They are enthusiastic and excited to join in activities. They develop self-esteem and confidence as the childminder offers praise and encouragement in all situations.
- Children learn about nature. They make bird feeders and look for frogs in the pond. The childminder teaches them about lifecycles as they look at laminated pictures of tadpoles and frogs.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to build further on children's critical-thinking skills or to encourage them to develop their own learning.
- The childminder does not always provide children with opportunities to learn about the different cultures and customs of all of the children who attend.

## What the setting needs to do to improve further

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

- encourage children to develop their critical thinking and to decide the direction of their play and learning for themselves
- provide children with even more opportunities to learn about other cultures.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held ongoing discussions with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and other members of the household.

### Inspector

Becky Johnson

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is experienced and qualified and has a good understanding of the requirements of the Early Years Foundation Stage. She attends training to further develop her knowledge. She puts new ideas into practice, which has a positive effect on children's learning. The childminder regularly evaluates her practice which enables her to move forward. She includes parents and children in this process and she values their input. The arrangements for safeguarding are effective.

### Quality of teaching, learning and assessment is good

The childminder knows children well. She provides a range of activities to meet each child's individual learning needs. She assesses and tracks children's progress. This enables her to quickly identify if there are any gaps in children's learning. Children develop their imagination and early writing skills. They pretend to be poorly and visit the doctors. The childminder provides small pads and pens for children to write prescriptions on. Children enjoy decorating biscuits with icing and then playing in the water, which the childminder adds bubbles to. However, the childminder is sometimes too quick to give instructions, rather than encouraging children to work out how to do something for themselves or allowing them to decide for themselves the direction of their play and learning. Children enjoy looking at books. They listen as the childminder reads to them and they join in with familiar phrases. The childminder has strategies in place to work with other professionals when children are due to move on to school.

### Personal development, behaviour and welfare are good

Children benefit from time spent outdoors. The childminder encourages them to take their activities outdoors whenever possible. They develop their physical skills as they jump on a trampoline, crawl through a tunnel and climb up and down a slide. They pedal bikes and propel scooters with dexterity as they skilfully weave around obstacles and each other. The childminder extends the activity as she introduces a pretend petrol station into the game. Children wait their turn to ride to the petrol pump and fill their bikes with petrol. The childminder includes numbers and the concept of money. She asks how many litres of petrol they want and how much the petrol costs. The childminder provides healthy snacks of fruit. She teaches children about being healthy. She talks to them about not eating too many sweets because they are not good for their teeth. Children are learning to respect differences. They play with some resources which reflect other cultures. However, the childminder does not always provide enough activities that help children to learn about each other's similarities and differences.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning given their starting points and individual capabilities. The childminder encourages children to become independent in readiness for school. They use the toilet and wash their hands on their own. She talks to children about playing safely and recognises that children need to take controlled risks in order to learn how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	257564
<b>Local authority</b>	Solihull
<b>Inspection number</b>	864610
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 13
<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>	15 May 2009
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Solihull. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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