

# Childminder Report

**Inspection date**

16 September 2015

Previous inspection date

14 August 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 secure knowledge of how children learn and develop. She uses her skills and good teaching strategies to promote learning across all areas.
- Children's behaviour is good. The childminder helps children to understand their own feelings and to respect the needs of others. Children learn to play together, share and take turns.
- Children are happy, motivated and enthusiastic learners who enjoy their time in this welcoming and comfortable environment. They form close bonds with the childminder who is attentive and caring. They feel safe and have a strong sense of belonging.
- Partnerships with parents are good. Children's individual needs are closely monitored and their well-being is promoted effectively. Parents receive a good level of information each day about their child's care, learning and development.
- The childminder continually reflects on her practice and undertakes training to update her knowledge and improve her provision. She is well qualified and successfully uses her skills, experience and knowledge to provide good quality care and education.

### It is not yet outstanding because:

- The childminder does not ask parents for a wide enough range of information about children's existing skills and knowledge when they first start in her care.
- The childminder does not always plan activities to extend the learning of older and more-able children.

## What the setting needs to do to improve further

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

- establish even firmer starting points for children's learning by seeking precise and detailed information from parents about their children's prior learning and development when they first begin in her care
- reflect more on the quality of teaching and learning to plan more effectively for the older and more-able children.

### Inspection activities

- The inspector looked at areas of the premises that are used for childminding.
- The inspector jointly observed and discussed the teaching and learning activities provided with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, the childminder's qualifications, children's development records and a selection of policies and procedures.
- The inspector talked to the childminder about her plans for improvement.
- The inspector took account of the views of parents spoken to on the day of inspection and those provided in recent questionnaires.

### Inspector

Jacqueline Nation

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good knowledge of all legal requirements. The arrangements for safeguarding are effective. The childminder has a good understanding of the procedures to follow in the event of a concern about a child in her care. She places a high priority on children's safety and makes sure the setting is safe and secure. The childminder works well with parents to share information about their children's progress. She regularly checks for any gaps in children's learning and plans activities to build on their existing skills and knowledge. Parents speak very positively about the provision, the range of activities children take part in and the progress their children are making.

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

Children benefit from the childminder's enthusiastic and effective interactions as they play and learn. She engages skilfully with the younger children to promote their emerging language skills and uses praise when she hears them say a new word. During play, a strong focus is placed on introducing vocabulary to describe the equipment they are using, such as big or red. The childminder effectively models play. She shows children how they can use a range of tools to fill different containers and introduces numbers and counting as they play. Children learn about technology while pressing buttons on electronic equipment and develop their literacy skills as they look at books. The childminder gathers some information from parents when children first start in her care. However, she does not ask them enough about what their children already know and can do, in order to provide her with extremely precise starting points for their children's future learning. Older children learn skills to help them when they move on to nursery or school. The childminder introduces letters and sounds and children practise writing their names. The childminder observes children during play and activities are generally planned well to ensure that children make progress in their learning. However, occasionally there is less emphasis on extending learning for the older and more-able children, in order to help them achieve to the highest level.

### Personal development, behaviour and welfare are good

Children are successfully supported to develop self-confidence and self-awareness. They enjoy their learning and develop good independence skills as they access a wide range of resources and manage their own personal care well. The childminder helps children to understand the importance of keeping themselves healthy by providing well-balanced meals and snacks. Children's physical development is supported effectively. They have good opportunities to play in the garden and visit local parks. Children learn how to keep themselves safe during play and through discussions about road safety while on outings. Children learn about wider society and take part in activities that help them to learn about different festivals, celebrations and the needs of others.

### Outcomes for children are good

Children make good progress in their learning and development. They are supported effectively to develop the key skills needed for their future learning and school.

## Setting details

<b>Unique reference number</b>	EY388279
<b>Local authority</b>	Dudley
<b>Inspection number</b>	859095
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 August 2009
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in the Quarry Bank area of Dudley. She operates all year round from 8am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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