

Childminder Report

Inspection date

2 October 2015

Previous inspection date

22 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 demonstrates a secure understanding of her responsibilities of the Early Years Foundation Stage. Policies and procedures underpin the childminder's work with children and help her manage her provision.
- The childminder has a good knowledge of the learning and development requirements. She knows how children learn and plans activities and experiences that help them to learn through play and exploration. This has a positive impact on the progress children make and prepares them well for the next stage in their learning.
- Children are very happy, confident and settled in the childminder's welcoming home. They learn to respect each other as they play together, share and take turns.
- The childminder keeps detailed information about the progress each child makes. She uses varied ways of sharing this with parents, so that children benefit from a shared approach to their learning.
- The childminder continues to attend training to keep her knowledge up to date and to refresh her skills. She implements this learning into practice. For example, she has reviewed how she makes written risk assessments of potential dangers to children and the good steps she has taken to keep children safe while they are in her care.

It is not yet outstanding because:

- Children are not always given enough thinking time when the childminder asks questions about numbers and quantities.

What the setting needs to do to improve further

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

- allow children more time to respond to questions to help them think through their answers and develop their understanding of number and quantities.

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection. She viewed all areas of the home used for childminding and observed activities, speaking to children at appropriate times while they played.
- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector looked at evidence of self-evaluation and took into account, the views of parents in documentation.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of how to keep children safe. She is familiar with the Local Children's Safeguarding Board procedure and what she would do if she has any concerns for children's welfare. The childminder demonstrates dedication to providing a safe and nurturing environment. She reflects on her work and is committed to improving her provision. She is clear about targets for future development and ensures that all required training is up to date. She actively seeks support and guidance from other local childcare professionals to make continual improvements. The childminder understands her role in working together with other settings children attend to promote continuity for children's learning.

Quality of teaching, learning and assessment is good

The experienced childminder makes good observations of children's learning and records their progress. This allows her to identify their individual needs. She provides interesting activities that help children to learn a range of new skills across different areas of learning. The childminder places a high focus on supporting children's communication skills. They have many interesting and valuable conversations together. Children take part in a creative activity and as they explore the childminder names colours and shapes they are learning. The childminder uses mathematical language as she plays and talks to children. Occasionally, when she asks questions, she does not give them enough time to think about their answers. For example, she does not give children the opportunity to match numbers with quantities and work out and solve mathematical problems for themselves.

Personal development, behaviour and welfare are good

The childminder works well with parents to ensure that children are provided with nutritious and healthy snacks and meals. Children talk about their individual preferences as they enjoy fresh fruit. They learn about personal differences and this promotes their sense of identity. The childminder is a good role model. Children know and respond positively to the daily routine and their behaviour is good. Children develop self-care skills. Older children let her know that they need the toilet and follow good handwashing routines. Children demonstrate warm relationships with the childminder, who is kind and caring. They clearly enjoy the time they spend with her and are confident because the childminder promotes their sense of belonging and develops their self-esteem. The childminder considers children's individual interests and needs and ensures that they have easy access to a broad range of resources. Children group together to listen to a story. The childminder is skilled in ensuring that all ages of children in her care are involved and have the opportunity to take part in the experience.

Outcomes for children are good

The childminder has a good overview of children's needs. Her well-organised system for assessing children's development, results in all children being supported to make good progress from their starting points. All children are motivated learners, who confidently explore and develop the skills they need for future learning.

Setting details

Unique reference number	255109
Local authority	Sandwell
Inspection number	854875
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22 January 2010
Telephone number	

The childminder was registered in 1996 and lives in Wednesbury. She operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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