

Childminder Report

Inspection date

6 October 2015

Previous inspection date

1 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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

- All children make good progress in their learning. The childminder frequently checks children's progress. She then uses the information to ensure they are well supported to consistently achieve the expected levels of development for their ages.
- The childminder's home is welcoming and well organised. She ensures that resources are easily accessible and age appropriate to meet the needs of the range of children attending. Children are confident to explore and show good motivation as they select what they would like to do, both on their own or with the childminder's help.
- The childminder develops close relationships with the children and their families. She helps parents to complete an All about me information sheet. This gives her detailed information about how she can support their children's care needs and development. Children seek the childminder out for reassurance and settle quickly in her care.
- Continuity of children's care and learning is very well promoted between the different settings they attend. Partnership working is strong. The childminder makes use of a wide variety of strategies to engage parents, professionals and other providers in sharing information about children's learning and care.
- The childminder is very experienced. She conducts her own research, goes on courses and training and works very closely with a network of childminder colleagues. These activities help her to enhance her knowledge and skills and have a positive impact on the quality of care and education children receive.

It is not yet outstanding because:

- The childminder does not make the most of all opportunities to help younger children practise their skills in moving in different ways.
- The childminder does not yet fully consider ways to raise the standard of the overall practice when reflecting on the provision.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to practise and strengthen their skills in moving in different ways
- reflect even more closely on the quality of the overall practice, in order to raise standards even further.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas that are used for childminding and held discussions with the childminder.
- The inspector looked at the documents available, including children's learning records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector discussed with the childminder her methods for self-evaluation.
- The inspector sought the views of parents from the written comments available.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands her responsibility to implement the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. The childminder checks the environment, toys and equipment daily for risks and ensures that all hazards are minimised. She keeps her own safeguarding knowledge up to date and is clear about the procedures to follow if she has any concerns about a child's welfare. This protects children from harm. The childminder evaluates the setting. She recognises the strengths and identifies areas for future improvement. However, she is not yet making the best use of evaluation to ambitiously consider ways to raise standards even further. This is because targets for the future are only focused on maintaining the good standards already set.

Quality of teaching, learning and assessment is good

The childminder knows children well. She makes good use of this to plan and provide activities and experiences that promote their individual learning. Younger children practise and broaden their speaking and listening skills. The childminder reads stories with them, asks them simple questions and repeats basic words and phrases. This helps to promote their communication and language skills. Younger children also demonstrate an interest in exploring sounds. The childminder shows them how different musical instruments work and promotes early experiences of taking turns. This helps to develop their understanding of the world and their creative and social skills. However, the childminder is not always acutely aware of promoting younger children's skills in moving. She does not always provide them with plenty of varied opportunities to take their first few steps and build on the use of their legs. Some opportunities are missed to strengthen these particular physical skills and to promote their rapid development in this area.

Personal development, behaviour and welfare are good

Children's physical well-being is promoted well. The childminder teaches children about keeping themselves healthy and safe from a young age. She encourages them to eat the varied foods from home and talks to parents about the importance of providing nutritious meals. She also pays careful attention to the youngest children's daily routines to ensure they benefit from the rest they need. Children's emotional well-being is also promoted. The childminder communicates with all children positively. She listens to what they are trying to say and praises their efforts. The youngest children are keen to include her in their play. They celebrate their own achievements and demonstrate that they feel valued within the setting.

Outcomes for children are good

All children make good progress. The childminder ensures that children are equipped with the skills they will need in readiness for the next stage of their learning. Children become independent from an early age. They are encouraged to explore and experiment with the resources available. They actively participate in the familiar routines of the setting. They also begin to join in and take part in a range of activities that develop their skills.

Setting details

Unique reference number	259738
Local authority	Walsall
Inspection number	864625
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	1 June 2009
Telephone number	

The childminder was registered in 2001 and lives in the Great Barr area of Birmingham. She operates all year around from 7.15am to 5pm, Monday to Thursday.

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