

Childminder Report

Inspection date

8 October 2015

Previous inspection date

2 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the childminder has worked to improve her own knowledge and skills to meet the statutory requirements and other government requirements. This has greatly improved the quality of care and education that children benefit from.
- The childminder and her assistant get to know children well. They check children's progress regularly to ensure they are developing as expected. They make use of what they know about children's learning to ensure they are individually supported.
- Children are confident and demonstrate motivation to learn. The childminder's home is very well resourced. Resources are carefully selected to meet the needs of the children attending. Children make their own choices about what they would like to do.
- Babies and children develop close attachments to the childminder and her assistant. They are keen to include them both in their play and use them for reassurance when required. Babies and children enjoy their time at the childminder's house.
- Partnership working with parents, professionals and other providers is good. Information about children's development is shared well between the different settings they attend. Continuity of children's care and learning is very well promoted.
- The childminder evaluates the setting. She sets clear goals to strive towards and is ambitious about ensuring children benefit from the best possible outcomes in the future.

It is not yet outstanding because:

- Occasionally, opportunities are missed to further extend and enhance older children's skills in listening and attention.
- Sometimes, the routines of the day do not always best promote the interests of babies, particularly during times of change.

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 that extend and enhance older children's skills in listening and attention
- review the routines of the day to better promote the interests of babies, particularly during times of change.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder and her assistant.
- 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 and her assistant.
- The inspector discussed with the childminder her methods for self-evaluation.
- The inspector sought the views of parents from written comments that were available.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps her safeguarding knowledge up to date and ensures her assistant is knowledgeable regarding protecting children from harm. They both fully understand what to do if they have concerns about a child's welfare. The childminder is committed to building on the professional development of both herself and her assistant to continually raise the practice standard. They are both well qualified with skills that include food hygiene, child protection and first-aid training. The childminder supervises her assistant and sets her targets to work towards. They have regular meetings to discuss practice and further training opportunities.

Quality of teaching, learning and assessment is good

Children benefit from a variety of activities and experiences that support all areas of their learning and promote their good progress. Babies explore objects around them and experiment with expressing themselves. The childminder and her assistant encourage them to move freely and respond to the noises they make. This helps to promote their physical and communication skills. Younger children display a keen interest in playing with technological toys. The childminder and her assistant encourage them to try activities and help them begin to share and take turns with their peers. This contributes to their understanding of the world and enhances their social skills. However, sometimes opportunities are missed to fully enhance and extend older children's skills in listening and attention.

Personal development, behaviour and welfare are good

Children's physical well-being is effectively promoted. The childminder teaches children about being healthy. She promotes the importance of eating well and offers children a wide variety of nutritious and home-made meals and snacks. The childminder also positively promotes the benefit of exercise. She gives children plenty of opportunities to play outside and leads them in showing her how they move around in different ways. The childminder and her assistant are sensitive to the care needs of babies. They carefully follow their routines so that they benefit from what they need during the day. However, during transitions, such as snack time and going outside, babies are often left where they are already for their safety before being included with the older children in the routine. When babies vocalise their frustration the childminder and her assistant are quick to act and help them get involved or give them something else to occupy them. Therefore, occasionally during the routines of the day the interests of babies are less well promoted.

Outcomes for children are good

All children make good progress in their learning and development. Children are equipped with the skills they need for moving on to school. Older children's skills in literacy and numeracy are particularly well promoted. The childminder and her assistant provide plenty of opportunities for them to look at books and experiment with making marks. They are also very skilled at introducing counting, recognising shapes and simple number problems into their play.

Setting details

Unique reference number	EY433806
Local authority	Dudley
Inspection number	1016974
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	2 June 2015
Telephone number	

The childminder was registered in 2011 and lives in Dudley. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 5. She works with an assistant full time who holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

