

# Childminder Report

<b>Inspection date</b>	2 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 skilfully builds on opportunities to promote children's learning and development as she plays and talks with them. This helps children to concentrate and develop their own ideas even further.
- Children benefit from the childminder's strong emphasis on ensuring that their well-being is always considered and that a welcoming environment is provided. Children display happy and settled relationships with the childminder, her assistant and other children. This helps them to feel safe and emotionally secure enough to investigate the rich environment.
- The childminder encourages engagement from parents in sharing important information about their children. She understands her role in working together with other professionals to promote children's learning. She strives to ensure continuity for children's care, learning and development.
- The childminder is fully committed to her work with children and recognises the importance of supporting their welfare and development. There are a range of policies and procedures that helps to run the provision effectively and keep children safe.

### It is not yet outstanding because:

- The childminder clearly identifies children's individual next steps in learning and plans activities that help them to make these steps. However, she does not focus activities consistently enough on what children need to learn next to help them make the best possible progress they can.
- The childminder has not ensured that children are fully aware of the daily routines and are aware how to play a positive role in these.

## What the setting needs to do to improve further

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

- make better use of the next steps identified for individual children's learning and development to increase the potential for children to make rapid progress
- help children to be more prepared for what will happen next in the daily routine, and teach them how to play a positive role in these.

### Inspection activities

- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector 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.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living and working on the premises.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder demonstrates a passionate and dedicated attitude towards improving outcomes for children. She actively seeks guidance from local authority advisors and engages with other local childcare professionals to share good practice. The childminder guides her assistant's practice when they work together. She has recently begun training towards an early years qualification to help develop the quality of her teaching further. The arrangements for safeguarding are effective. The childminder understands her responsibilities with regard to child protection. All adults living and working in her home have completed suitability checks. The childminder ensures that mandatory training is attended by herself and her assistant. They are alert to signs that indicate that children may be at risk of abuse and are familiar with local safeguarding procedures. The childminder provides a safe environment for children to play and learn in. She takes good steps to identify and monitor safety risks.

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

The childminder uses observation to identify children's achievements. She periodically summarises their progress to ensure that she has a good overview of their individual needs. Children are encouraged to be active learners. They begin to find their own ways for doing things as they investigate with dough. They ask for help to operate equipment. As children keep on trying, they begin to work out for themselves how to solve their own problems. Other children are inspired to try to operate different machinery. The childminder helps children to share equipment and take turns with others. As they play, the childminder teaches them how to distinguish between colours and to identify and name shapes. Toddlers press buttons and dance when their actions produce music. The childminder's assistant talks to the toddlers about what they are doing. This helps them to make sense of their actions as they learn new words and concepts.

### Personal development, behaviour and welfare are good

The childminder's home is very well resourced. She organises and presents toys and equipment attractively. This provides children with a stimulating environment which they confidently and independently explore. Children learn the importance of leading a healthy lifestyle. They play in the childminder's garden, where they get plenty of fresh air and physical exercise. The childminder helps children to identify foods that are good for them when they play a game of imaginary shopping. The childminder plans nutritious meals and snacks for children. She takes account of children's dietary needs and is alert to common allergens in foods. The childminder successfully shares strategies with parents that help children to behave well and listen to instructions. This helps to keep children safe, for the children to develop an understanding of the childminder's rules and for them to understand how to follow them.

### Outcomes for children are good

Children, including those who receive funded early education, are well supported to make good progress from their starting points. They are beginning to develop the skills and knowledge that helps to prepare them for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY474178
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	965815
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in West Bromwich. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

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