

Childminder Report

Inspection date	29 April 2016
Previous inspection date	21 January 2011

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

- The childminder is well qualified and experienced. She keeps her knowledge and skills up to date. She is clear about her responsibility to meet the legal requirements. This has a positive impact on children's welfare and development.
- The childminder's home is welcoming and well resourced. A range of interesting activities and experiences is provided. Children confidently play and explore.
- The childminder is kind and caring. She sensitively manages children's care needs and helps children to feel comfortable in the setting. Children are well settled and relaxed.
- Children make good progress in their learning and development. The childminder ensures children are challenged appropriately, and receive any additional support they need to continually progress well.
- The childminder has a good overview of children's progress. She uses information about children's development to plan activities that help to promote their learning.
- Partnerships with parents and other providers are excellent. The childminder promotes a two-way flow of information about children's care and learning in a variety of ways. Children benefit from continuity between the different settings they attend.

It is not yet outstanding because:

- Occasionally, opportunities to promote children's imaginative skills are missed. The childminder does not consistently support children to expand their pretend play.
- The childminder does not yet reflect closely on the quality of teaching or carefully consider the impact it has on children's attainment. Her professional development is not highly focused on raising the standard of teaching practice, in order to consistently achieve excellent outcomes for all children.

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 children to build fully on their developing imaginations
- reflect more closely on the quality of teaching and the impact it has on children's attainment, in order to better inform professional development and raise the current good standard of teaching practice further.

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.
- 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 took account of the views of parents from written comments available and discussions held.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps her safeguarding training up to date. She is knowledgeable about child protection issues and current safeguarding legislation. She knows what to do if she has any concerns about a child's welfare. The childminder's home is safe and secure. She conducts daily checks of the spaces used and minimises potential risks to children. This helps to keep children safe from different types of harm that may occur at home or elsewhere. The childminder evaluates the quality of her provision overall. She takes into account the views of parents, children and professionals. She is ambitious and sets targets for future improvement. This helps her to maintain the good quality care and education she provides.

Quality of teaching, learning and assessment is good

The childminder is a good teacher. She identifies the next steps in children's development and skilfully adapts activities to suit children's individual needs. For example, the childminder encourages all children to take part in a sensory activity involving dry pasta, cereal, different sized containers and tools with handles. The childminder encourages young children to explore the materials and experiment with filling and emptying the containers. This helps to build on their understanding of the world and their mathematical skills. The childminder challenges older children to think about the size of the containers as they fill them. She begins to introduce some letters into their play. This helps to promote their mathematical and literacy skills. The childminder has high expectations and uses this to help promote children's attainment at a good level.

Personal development, behaviour and welfare are good

Children's physical and emotional well-being is promoted. The childminder teaches children about the importance of keeping themselves healthy and well. She encourages children to adopt good hygiene routines, such as handwashing before meals and after toileting. She also promotes fresh air and exercise. Children greatly enjoy playing in the childminder's garden. Older children play games that require coordination and control, such as using a bat and ball. Younger children negotiate the space using push along and ride-on toys. This helps to enhance their physical skills. The childminder finds out about children's backgrounds. She also provides children with opportunities to learn about the cultures, religions and lifestyles of children around the world. She teaches children about tolerance and respect. Children display good levels of self-confidence and self-worth.

Outcomes for children are good

Children, including those with special educational needs or disability, make good progress. Children learn to behave well. They are beginning to negotiate, share and take turns with their peers. They also enjoy the responsibility of small tasks and take pride in their achievements. Children are good communicators. They understand the boundaries and follow instructions. Children listen and begin to speak clearly. They are very independent and start to manage their own care needs from an early age. They make choices about activities, routines and foods. Children are keen learners. They develop the skills they need in readiness for the next stage of their learning, and for moving on to school.

Setting details

Unique reference number	EY264240
Local authority	Sandwell
Inspection number	860605
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21 January 2011
Telephone number	

The childminder was registered in 2003. She lives in Tipton, in the West Midlands. The childminder operates all year round except for bank holidays and family holidays. Sessions are from 7am until 6pm, Monday to Thursday and from 7am until 4.30pm on Friday. The childminder holds a recognised early years qualification at level 3. She supports children with special educational needs or disability.

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