

Childminder Report

Inspection date

3 May 2016

Previous inspection date

23 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 has gained an early years qualification at degree level since her last inspection. The impact of her accredited training is evident in her good understanding about how children learn. The childminder and her assistants are skilled in promoting children's learning as they talk with, and play alongside, children.
- The childminder organises space and resources well. Children develop independence in their learning as they choose freely from a wide range of toys and activities. This helps children to develop their skills in purposeful and developmentally appropriate play.
- Children form strong relationships with the childminder and her assistants. They learn to make friends with each other. Children feel secure and happy in their company and become confident learners.
- The childminder is fully committed to her work with children and recognises the importance of supporting their welfare and development. There is 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 does not consistently use the next steps in learning she identifies for each child to focus activities as precisely as possible to promote the best possible learning experiences.
- The childminder is not always successful in getting all parents to work together with her to complement and enhance children's learning and development.

What the setting needs to do to improve further

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

- make the most of what is known about individual children so that specific areas of development can be targeted for really rapid progress
- focus more precisely on sharing children's progress with all parents to help them to continue their child's learning at home and to increase the potential for children to make rapid progress.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder and her assistants 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 looked at evidence of self-evaluation and took into account, the views of parents recorded in documentation and those spoken to on the day.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures.
- 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 arrangements for safeguarding are effective. The childminder understands her responsibilities with regard to child protection. She ensures all adults living and working in her home have completed suitability checks. The childminder has good systems in place to ensure that mandatory training is up to date for herself and her assistants. They are alert to signs that indicate that children may be at risk of abuse and are familiar with local safeguarding procedures. The childminder takes reasonable steps to engage parents in sharing information about their children's care. She understands her role in working together with other professionals to promote children's learning. The childminder engages with other settings children attend to find out children's current focus in their learning.

Quality of teaching, learning and assessment is good

The childminder has systems in place to track the progress children make in their learning and development. She has a good overview of what children can already do and what they need to learn next. The childminder provides a wide range of resources and activities to engage and motivate children to learn purposefully through play. The childminder and her assistants demonstrate and use descriptive language very well to engage children in activities. Toddlers explore sand. The childminder introduces new words and concepts and encourages children to listen to each other and take turns. Children help to fill a water tray and confidently select resources they wish to investigate. The childminder's assistant helps them to work out how things happen. This helps children to concentrate and they begin to develop their own ideas. Children are motivated to keep on trying, so that they begin to solve their own problems.

Personal development, behaviour and welfare are good

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 plans nutritious meals and snacks for children. She takes account of children's dietary needs and is alert to common allergens in foods. Children develop self-care skills. They respond very well to the daily routine and learn how to respect the childminder's home rules. Children learn the importance of following good handwashing routines. The childminder chats to children about the importance of clean hands as children watch what is happening to the paint on their hands when they are washed. Children's behaviour is good and they learn to play cooperatively. The childminder skilfully helps them to understand the rules of a game. Children develop self-confidence and independence as they play and learn to get along with others, taking turns and sharing.

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 encouraged to be active learners. Children begin to find their own ways for doing things as they investigate paint and mix colours together. Adults are skilled in helping children to make sense of their actions as they play and chat together. Children are beginning to develop the skills and knowledge that help to prepare them for their next stage in learning.

Setting details

Unique reference number	EY290359
Local authority	Sandwell
Inspection number	1043358
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	18
Number of children on roll	20
Name of provider	
Date of previous inspection	23 September 2013
Telephone number	

The childminder was registered in 2004 and lives in Oldbury. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6 and works with two assistants who hold level 3 qualifications. She provides funded early education for two-, three- and four-year-old children.

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

