

Childminder Report

Inspection date

16 May 2016

Previous inspection date

19 July 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 undertakes regular observations of children to identify what they know and can do. From these she identifies next steps in learning for each child and plans activities that support their good progress. For example, she builds on children's interests in animals by providing a variety of creative materials so they can make their own animal shapes.
- The childminder regularly reflects on and evaluates her practice. She and her assistant introduce new activities, resources and experiences to enhance children's learning further.
- The childminder provides a wide range of activities that promotes children's progress across all areas of learning. She and her assistant have a good understanding of the learning and development requirements and further develop their knowledge through training.
- The childminder and assistant have a calm and sensitive manner. They foster close relationships with children which promotes their emotional well-being effectively. For example, they provide sensitive settling in sessions where children become more confident and familiar with their surroundings.
- Children enjoy learning about their wider community during outings to their local park, library and local shops. This extends their understanding of the wider world.

It is not yet outstanding because:

- The childminder does not always consistently liaise with other early years settings that children attend, to support a cohesive approach to their learning.
- Although the childminder keeps parents well informed about their children's learning and development, she does not always support parents to contribute with their own information to children's ongoing learning and assessments.

What the setting needs to do to improve further

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

- offer parents more opportunities to provide information and contribute to what is known about children's ongoing learning and assessment
- extend partnerships with other early years settings that children attend to enable all adults involved in children's care to contribute to their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the childminder and discussed the outcomes of an activity with her.
- The inspector held discussions with the childminder, childminding assistant and children at suitable times.
- The inspector looked at relevant documentation, such as, the medication records, the childminder's self-evaluation and evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback provided by parents.

Inspector

Susan Rogers

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant know the appropriate action to take if they have concerns about a child. The childminder ensures that she and her assistant attend training to update their knowledge. She also holds regular meetings with the assistant to discuss his practice and work with children. The childminder carries out regular checks and risk assessments of the premises and any outdoor activities to promote children's safety. She is organised and efficient. For example, she ensures that children are collected from local schools and nurseries with efficiency and safety. A range of policies and procedures underpin her good practice.

Quality of teaching, learning and assessment is good

The childminder and her assistant engage well with children to support their development. Younger children who are learning to walk, explore both the indoor and outdoor areas as they become increasingly mobile. Older children develop their imaginative ideas as they use a full sized boat in the garden. They dress up and develop their own stories as they pretend to be pirates. Children enjoy the childminder's positive and enthusiastic involvement in their activities. She supports their speaking skills well. She models new words for the children and encourages them to discuss what they are doing. Children enjoy team games where they take turns to catch balls into plastic nets. They use number purposefully as they play and count the number of toy ducks they catch with a fishing rod. This promotes their coordination and physical skills well. They mix sand and water together pretending to make cups of tea for everyone, further enhancing their imagined ideas.

Personal development, behaviour and welfare are good

Children develop close attachments with the childminder and her assistant. They enjoy the company of other children and consider the needs of others as they play. The childminder and her assistant are good role models and encourage children to share and take turns. Children behave well and start to make friends. They develop good physical skills and younger children are supported well as they make speedy progress with their mobility. The environment is stimulating and well resourced. There are very good opportunities for children to play outdoors. They help to care for the childminder's tortoises, promoting their understanding of the natural world. Children learn about which food is good for them through discussions and are encouraged to eat their fruit at snack time.

Outcomes for children are good

Children are enthusiastic learners. They make good progress from when they start with the childminder. They develop their confidence and independence well. For example, by choosing toys and activities from a range of stimulating resources. Children have good opportunities to develop their physical skills. They learn how to count and compare size and shapes. Children learn how to follow rules and routines and are supported very well in managing their behaviour. Children concentrate well and are effectively prepared for the next stage in their education.

Setting details

Unique reference number	EY341433
Local authority	Walsall
Inspection number	873381
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	12
Number of children on roll	13
Name of registered person	
Date of previous inspection	19 July 2011
Telephone number	

The childminder was registered in 2007 and lives in Walsall, West Midlands. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for three- and four-year-old children. The childminder supports children who have special educational needs and disability.

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