

Childminder Report

Inspection date	14 June 2016
Previous inspection date	16 March 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

- Children are very happy, confident and settled in the childminder's welcoming home. They learn to make friends with each other. Children feel secure and happy in her company. This gives them the confidence to investigate and explore.
- Children have interesting and valuable conversations with the childminder and each other. The childminder is skilled in using these opportunities to help children to develop their understanding and promote their speaking and listening skills.
- The childminder has developed strong relationships with parents that promote a shared approach to children's care, learning and development. There are effective systems in place, so that parents can regularly check their children's progress. This helps them to continue their children's learning when they return home.
- Children confidently explore the space available to them and make choices about what they play with. The childminder provides toys and resources that she knows interest children. This motivates them to learn and begin to develop their skills in purposeful and developmentally appropriate play.

It is not yet outstanding because:

- The childminder does not always focus the experiences and activities she provides consistently enough on what children need to learn next to help them make the best possible progress they can.
- The childminder sometimes misses opportunities to extend children's critical thinking and problem-solving skills.

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 rapid progress
- increase opportunities for children to follow through with their ideas and make links between their thoughts and actions so they can work things out for themselves.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder 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 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 written views of parents.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living 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 is familiar with local safeguarding procedures and alert to signs that indicate concerns about children's welfare. The childminder provides parents with a good range of policies and procedures. All required information is shared and permissions are gained from parents. This helps her run the provision effectively and promote individual children's health and safety. The childminder reflects knowledgeably on her practice. She actively engages with other local childminders. This enables her to share good practice and reflect on training and previous experience to improve her teaching and outcomes for children. She understands her role in working together to complement children's learning when they attend other settings.

Quality of teaching, learning and assessment is good

The experienced childminder has a secure knowledge and understanding of how children learn. She uses the observations she makes of children's learning and development to identify the achievements they make. The childminder periodically summarises their progress and shares this with parents. The childminder demonstrates and uses descriptive language very well to engage children in activities. Children explore paint; they learn to distinguish between colours and what happens when they mix it together. Babies investigate the sensory experience with much curiosity. The childminder helps children to make sense of their actions, when they begin to give meaning to the marks they make. Babies operate equipment with lights and sounds. The childminder repeats words that describe their actions. Babies learn that their actions can make things happen.

Personal development, behaviour and welfare are good

Children develop self-care skills. The childminder encourages children to help out with small tasks and tidy up before moving on to the next activity. This helps to keep children safe and they develop an understanding of the childminder's rules and how to follow them. The childminder is a good role model. Children learn that some behaviour is not acceptable. They develop self-confidence and independence as they play and learn to get along with others. Children are learning how to keep healthy and develop an understanding of their own care needs. They get plenty of fresh air and practise their physical skills. Children walk to and from school daily. They are taken to playgroups and play in the childminder's garden. Children are very well supported to use the toilet. They learn about the importance of following good handwashing routines. The childminder engages successfully with parents so that children are provided with a balanced diet.

Outcomes for children are good

Children are well supported to make good progress from their starting points. The childminder is skilled in promoting children's understanding, as well as their speaking and listening skills, as she plays and talks with them. Children have confidence in their own abilities and demonstrate a have a go attitude to learning. Children are learning how to play cooperatively, share and take turns. They are beginning to develop the skills and knowledge they will need when they are ready to move on to nursery or school.

Setting details

Unique reference number	EY315770
Local authority	Sandwell
Inspection number	856794
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	16 March 2011
Telephone number	

The childminder was registered in 2005 and lives in Bearwood, West Midlands. She operates all year round from 7.30am until 6pm, Tuesday to Thursday, except for bank holidays and family holidays.

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