

# Childminder Report

**Inspection date**

21 June 2016

Previous inspection date

5 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 carries out regular risk assessments to help keep children safe indoors and when outside of the setting. She supervises children well at all times.
- The quality of the childminder's teaching is good. All children are making good progress. The childminder provides a wide range of toys and resources that she uses to engage children in age-appropriate activities that help them to enjoy their learning.
- The childminder demonstrates a commitment to improvement and shares good practice with other early years providers. Since her last inspection, the childminder has undertaken a childcare qualification. She uses what she has learned effectively to help her to improve learning outcomes for children she cares for.
- The childminder makes excellent use of the local facilities to extend the range of learning experiences she offers and to enable children to be more involved in their wider community. This helps to promote children's social skills and awareness of the world around them.
- Children arrive enthusiastically at the setting, eager to see the childminder and to join in with the activities she provides. The childminder gives all children equal, individual attention to support their emotional well-being. Children demonstrate that they feel safe and secure in the childminder's care. When they feel unsure, they seek out the childminder for reassurance.

### It is not yet outstanding because:

- The childminder does not always give children enough time to think about and answer her questions before she asks another question or answers for them.
- The childminder does not always use the information gained from parents when children first start at the setting, to help her to identify children's starting points on entry.



## What the setting needs to do to improve further

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

- give children enough time to think and respond to questions and discussions to enhance their thinking and problem-solving skills
- use information provided by parents about what children can already do at home when they start at the setting, to help to identify their starting points.

### Inspection activities

- The inspector observed activities and reviewed the quality of teaching.
- The inspector viewed all areas of the home used for childminding, and the toys and resources available.
- The inspector looked at children's assessment records, the planning and a range of other documentation, including policies and procedures. She also discussed the childminder's self-evaluation.
- The inspector checked evidence of the suitability of all adults in the household as well as evidence of the childminder's qualifications.
- The inspector held discussions with the childminder at appropriate times during the inspection.

### Inspector

Karen Laycock



## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of how to protect children's welfare and keep them safe from harm. She is a reflective practitioner who regularly reviews her practice in order to continually improve the service she provides. For example, since her last inspection she has identified and attended further training to improve her skills and knowledge. The childminder monitors children's learning to ensure that all children make good progress from their starting points. Parents have regular communication about, and good access, to up-to-date information about children's progress, activities and their next stage in learning. Parents are very happy with the service provided and comment that their children are very happy in the care of the childminder, and that they enjoy the variety of activities she provides.

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

The childminder knows children extremely well. She fully understands how young children learn and develop. She plans effectively for children's next steps in learning. She accurately assesses their progress and uses their individual interests to motivate and inspire them. The childminder encourages and acknowledges children's conversations with genuine interest. She is skilled at keeping children focused during activities for prolonged periods of time. Children have access to a wide range of resources that promote their skills and development in all areas of learning. For example, they have fun developing their physical and mathematical skills, as they learn to thread a variety of objects onto laces.

### Personal development, behaviour and welfare are good

The childminder greets children and their families with genuine enthusiasm when they arrive. She gives children equal attention and speaks to them in a calm and friendly manner. They are relaxed in her home and confident to lead their own play. Children are extremely kind to one another, sharing well and taking turns. They behave very well. She offers plenty of encouragement and praise. Children are proud of their efforts as well as their accomplishments. The childminder supports children to manage their personal needs independently. Children learn to keep themselves safe. For example, the childminder teaches them about road safety during their trips into the local community. Children enjoy and learn about healthy lifestyles, including growing and eating their own fruit and vegetables.

### Outcomes for children are good

Children are eager and motivated learners who are developing good listening skills. They enjoy leading their own play. Children are learning mathematical skills well. For example, they can name shapes and confidently use number names in their play. Children are learning about the world they live in. For example, they talk about different occupations when they pretend to be shop keepers and police officers during their play. Children have good feelings of self-worth and they are gaining confidence in their own abilities. They are developing the skills and attitudes they need for their next stage of learning, including their move on to school.



## Setting details

<b>Unique reference number</b>	EY431122
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	853168
<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>	3 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 March 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Rowley Regis. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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