

# Childminder Report

**Inspection date**

22 June 2016

Previous inspection date

4 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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 effectively promotes children's emotional well-being. Children quickly develop close and trusting relationships with the childminder. They are happy and settled in this warm and caring home.
- The childminder demonstrates a good knowledge and understanding of how children learn through play. She provides age-appropriate resources to support their learning and helps them make good progress.
- The childminder builds close relationships with parents. She regularly updates parents about children's progress. Parents provide positive comments on the level of care and learning that their children receive.
- Teaching is good. The childminder reflects on and continuously improves her practice through training. Her self-evaluation processes are effective and help to improve outcomes for children.
- Children enjoy visits to a variety of places, such as local toddler groups, the library and parks. The childminder encourages children to socialise with others. She helps children learn to respect and value the similarities and differences between individuals.

### It is not yet outstanding because:

- The childminder does not always ask parents during the settling-in period for details about what children know and can do at home. This means she sometimes does not have precise information to help plan to support children's progress from the very beginning.
- The childminder does not consistently share information with other providers, such as the nursery school, in order to optimise 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:

- extend the range of information gathered from parents when children first start attending to help support children's progress from the very beginning
- strengthen the arrangements for sharing information and working in partnership with other providers, such as nursery school, to further support children's learning and development.

### Inspection activities

- The inspector looked at children's records and a range of other documentation, including policies and evidence of the suitability of household members.
- The inspector made observations of and discussed the outcome of a planned activity with the childminder.
- The inspector observed children playing indoors and outdoors, and assessed the quality of teaching and learning.
- The inspector considered the views of parents provided through written feedback.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her responsibility to keep children safe from harm. She understands what action to take if she has concerns about the welfare of a child in her care. Comprehensive policies and procedures are implemented effectively to minimise risks to children when in the setting or the local area. The childminder makes good use of regular training opportunities to improve her knowledge and skills. Parents regularly meet with the childminder to look through development records and discuss their children's progress, which is carefully monitored.

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

Children are regularly observed. This helps the childminder to identify and support their next steps in learning. Children's progress is tracked across all areas of learning to ensure any gaps in progress are identified and swiftly addressed. The childminder interacts well with children to promote their good progress. She sits on the floor with very young children to interact with them at their level. She provides a wide range of sensory resources and purposefully engages children in exploring different textures using their senses. The childminder gains children's attention as she uses and describes the objects to them, introducing new words. This supports their developing communication and language skills. Based on their interest, young children enjoy choosing to play with balls of different size and colour. The childminder encourages the children to crawl after the balls as she rolls them. This helps stimulate very young children to develop their physical skills and build on their next steps in learning.

### Personal development, behaviour and welfare are good

Time allowed for children to gradually stay at the setting enables the childminder to build a relationship with the child. The childminder gathers information from the parents in order to provide continuity of children's care needs. The environment is well equipped with children being able access resources independently. Children enjoy playing in the secure and enclosed rear garden, providing fresh air and exercise. They are provided with healthy snacks and there are suitable places for very young children to relax and sleep. House rules are devised with the older children who attend. Children's photograph's and artwork are displayed helping to provide a sense of belonging and supporting their self-esteem.

### Outcomes for children are good

Children are making good progress. They are working within the range of development typical for their age across all areas of learning. Children are motivated to learn and explore new activities and resources. They are confident and happily socialise with other children. Children from a very young age are learning to tidy up and share toys. Children are well behaved. The childminder effectively supports children to develop the skills they need for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	255745
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1050568
<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>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 February 2015
<b>Telephone number</b>	

The childminder has been registered since 1988. She lives in the Cradley area of Halesowen. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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