

Childminder Report

Inspection date

5 July 2016

Previous inspection date

10 February 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | 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 has strived to raise the quality of her provision since the last inspection. She has a good knowledge of the strengths of the provision she provides and is dedicated to providing high-quality care.
- Children are happy in the childminder's warm and welcoming home. They are provided with many opportunities to initiate their own learning and develop their self-esteem.
- The childminder forms strong and trusting partnerships with the parents. These partnerships help to promote a consistent approach to meeting children's individual learning and care needs.
- The childminder places a high priority on developing children's speaking and listening skills. She constantly talks to children, asks them questions and encourages them to think.
- Children respond well to the childminder, who is caring and attentive towards their needs. As a result, children develop secure attachments which have a positive effect on their emotional development.
- The childminder carries out regular assessments of children's learning. She makes good use of the information gained from her observations to plan for children's next steps in learning. Children are engaged and motivated to learn and make good progress.

It is not yet outstanding because:

- The childminder, sometimes, misses opportunities to teach children about equality and diversity.
- The childminder's professional development is not specifically focused on developing her good teaching skills to a higher level.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about equality and diversity
- focus more precisely on professional development that helps raise the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed children's play in the childminder's home.
- The inspector observed adult and child interactions and assessed the impact these have on children's learning.
- The inspector looked at a selection of policies and children's records.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written comments.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The childminder works closely with local authority advisors to review her provision and address any training needs. She implements well thought out action plans to drive improvements. Safeguarding is effective. The childminder has a good knowledge of safeguarding procedures and consistently supports every aspect of children's welfare. Parents are highly complimentary about the care their children receive. They express how happy they are with the progress their child is making and how they would recommend the setting to others. The childminder monitors children's development closely. This means she is able to identify any gaps in children's learning and to take prompt action to address them. The childminder has forged good relationships with staff at other settings children attend. This means that children benefit from good continuity of care.

Quality of teaching, learning and assessment is good

The childminder is experienced and she uses a wide range of good teaching skills. She applies her knowledge of how children learn to plan rich learning opportunities based on children's interests. Children's mathematical development is supported through a variety of activities. The childminder teaches them to count as they roll balls to knock down skittles. She talks naturally and weaves in questions and comments that encourage children to think and develop their ideas. Children demonstrate high levels of concentration and perseverance as they thread wooden beads. The childminder encourages them to identify colours and measure using their strings of beads. Children delight as they comment, 'It's bigger than me'. The childminder plays alongside children. She follows their lead as they play with dolls and pushchairs. Children display great imaginations. They become engrossed in their role play as they take their dolls to the 'shop' or 'hospital'.

Personal development, behaviour and welfare are good

The childminder is a good role model and gives children lots of positive praise and encouragement. She actively encourages them to be kind, take turns and use good manners. Children enjoy opportunities to be physically active, supporting their health and well-being. The childminder takes children to places in the community. For example, they go on outings to the library, nature centre and local parks. This helps them to learn about the wider world. Children learn about the importance of eating healthy foods as part of a balanced lifestyle. They learn why hygiene routines, such as washing hands prior to eating, are important to maintain their good health.

Outcomes for children are good

Children are making expected progress in all areas of learning and are working comfortably within the range of development typical for their age. Children are articulate and hold purposeful conversations. They use pencils to draw pictures and are able to talk about their drawings in great detail. Early mathematical skills are emerging as children use numbers and talk about size as they play. Children enjoy taking responsibility for small tasks. They willingly tidy away resources when they have finished playing with them. Children are well prepared for the next stage of their education at nursery or school.

Setting details

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|------------------------------------|---|
| Unique reference number | 257202 |
| Local authority | Birmingham |
| Inspection number | 1050589 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 11 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Name of registered person | |
| Date of previous inspection | 10 February 2015 |
| Telephone number | |

The childminder was registered in 2001. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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