

# Childminder Report

**Inspection date**

26 September 2016

Previous inspection date

10 December 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 skilfully builds on opportunities to promote children's learning and development. She describes what is happening and models new language as she plays and talks with them. Children learn to concentrate and are motivated to continue learning more.
- Children develop warm relationships with the childminder. They clearly enjoy the time they spend with her and learn to play cooperatively with others. This helps children to feel safe and secure, which gives them the confidence to investigate and explore.
- Children confidently explore the space available to them and make choices about what they play with. Toys are well organised and children quickly become involved in planned activities because they are introduced to them well. This helps children to develop their skills in purposeful and developmentally appropriate play.
- The childminder demonstrates an ambitious and committed approach to providing a safe and nurturing environment. She attends training and engages with local professional support networks to improve her knowledge and teaching skills.

### It is not yet outstanding because:

- Individual children's learning is not always meticulously planned for. The childminder does not always precisely focus activities and experiences on what children need to learn next to help them make the best possible progress.
- The childminder is not always successful in encouraging parents and other providers to share ongoing information about children's learning and development needs. Therefore, she does not always have a complete picture of children's abilities from which to plan.

## 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's learning so specific areas of development can be targeted to help them to make really rapid progress
- devise more effective ways to engage parents and other childcare providers in sharing ongoing information about children's learning and development.

### 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 childminder uses her policies and procedures to help her run the provision effectively. All required information is shared and permissions are gained from parents to help promote individual children's health and safety. There are good procedures in place to identify and monitor children's safety. The arrangements for safeguarding are effective. The childminder has a good awareness of how to keep children safe. She is familiar with the Local Safeguarding Children Board procedures and what to do if she has any concerns for children's welfare. The childminder regularly reflects on ways to maintain high standards. She identifies improvements and the steps she will take to develop her work with children and improve outcomes for children.

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

The experienced childminder has a secure knowledge and understanding of how children learn. She uses observations well to identify the achievements children make in their learning and development. The childminder plans activities and experiences that help children to learn through play and exploration. Toddlers confidently name colours and give meanings to the marks they make as they explore with paint. The childminder chats to them about what they are doing. This helps toddlers to make sense of their actions and promotes their understanding, speaking and listening skills. The childminder asks appropriate questions and helps children to keep on trying. As children explore further, they begin to work out ways for doing things for themselves.

### Personal development, behaviour and welfare are good

The childminder displays letters, words and numbers so that children can see print around them. She helps children to develop their understanding of the world by using a table which includes a range of items and books that is imaginatively displayed to capture their curiosity. Children learn to tidy up before moving on to the next activity. This helps to keep them safe. They develop an understanding of the childminder's rules and how to follow them. Children learn to develop their self-care skills. They learn to follow good handwashing routines and are supported to use the toilet independently. The childminder promotes a balanced diet as she chats to children about the food they are eating. Children sit together to listen to stories. The childminder introduces new words and concepts. She encourages children to listen to each other and take turns as they join in with the repeated refrains.

### Outcomes for children are good

Children are well supported to make good progress from their starting points. This is because the childminder is skilled in using a range of teaching skills as she talks with and plays alongside them. Children display confidence in their own abilities and demonstrate a 'have a go' attitude to learning. This helps them to develop the skills and knowledge they will need when they are ready to move on to nursery or school. Children confidently and actively play, learn and explore in the childminder's company. The childminder provides appropriate levels of praise and encouragement so children feel good about themselves. This promotes their sense of belonging and develops their self-esteem.

## Setting details

<b>Unique reference number</b>	EY319114
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1059721
<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>	2 - 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 December 2012
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in the Bearwood area of Smethwick. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is able to provide funded early education for three-year-old children.

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