

# Childminder Report

**Inspection date**

12 October 2016

Previous inspection date

28 September 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 provides a warm, calm and friendly environment for children. She has fun with the children as they enjoy a ready supply of interesting activities. Good quality teaching helps to keep children busy and stimulated.
- Strong links have been established with parents. The childminder keeps them well informed about their child's care and learning. Parents are very positive about the service, commenting that they would highly recommend the childminder.
- Children's speaking and listening skills are well supported through the childminder's positive interactions. She models language, repeats key words and uses simple questioning to strengthen children's speech and support their understanding.
- The childminder is a reflective practitioner and uses self-evaluation well to secure continued improvements to the provision.
- Children develop good social skills and learn about the world around them. The childminder plans regular outings within the local community.

### It is not yet outstanding because:

- The childminder does not make highly detailed initial assessments when children first attend the setting, in order to accurately assess their starting points. This is because she does not always gather enough information from parents about what children know and can do when they first start.
- 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:

- gather more information from parents about what their children already know and can do to enable planning to meet their individual needs from the outset
- focus more precisely on professional development that helps raise the quality of teaching to a higher level.

### Inspection activities

- The inspector observed children's play in the childminder's house.
- 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 expressed in writing.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is organised and efficient. A range of effective policies and procedures is in place that underpins her good practice. Safeguarding is effective. The childminder knows what action to take if she has concerns about a child's welfare. The childminder monitors the assessments of children's learning and development. She uses this information to target gaps in learning and provide support when it is needed, including liaising well with other professionals. She attends all required training and discusses and shares good practice with other childminders. This means her provision continually evolves to meet the needs of the children and provide high-quality care.

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

The childminder has a good understanding of the different ways that young children learn. Her observations and assessments of children's learning mean that she is aware of children's next steps. Activities and experiences are well planned and suitably challenging. The childminder provides opportunities for children to develop their concentration skills. For example, they eagerly persevere when completing puzzles or connecting construction pieces. The childminder provides a language-rich environment where babies babble to express their enjoyment and younger children are confident to communicate their ideas. Children develop an enjoyment of books as the childminder shares stories with them. The use of puppets to tickle and engage children as she reads means that they giggle with delight and enjoyment.

### Personal development, behaviour and welfare are good

Children are very happy and settled in the childminder's care. They form close bonds with the childminder. She is warm and affectionate and gives the children her full attention. This helps children to feel emotionally secure. The childminder supports children's understanding of living a healthy lifestyle. Children have plenty of opportunities to play outdoors in the garden or on trips to local parks. The childminder helps children to understand about the benefits of nutritious food. For example, she explains that by eating their breakfast, they will have the energy to build towers with bricks. The childminder regularly attends community groups with the children. This helps extend their confidence and social skills as they meet with other adults and children.

### Outcomes for children are good

Children are motivated, curious and active learners. They explore, investigate and are willing to have a go to test out what they know and develop new skills. Children develop their independence as they explore at their own pace and select the resources they wish to play with. Early writing skills are emerging as children make marks with pens. Children are beginning to count and understand other mathematical concepts, such as size and shape. Communication skills are developing as younger children babble and say first words. Older children learn new words rapidly and begin to engage in conversation. Children make consistently good progress in their learning and are well prepared for their future learning.

## Setting details

<b>Unique reference number</b>	EY444038
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1060068
<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>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 September 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Solihull. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

