

Childminder Report

Inspection date	8 November 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 creates a warm and welcoming environment where children play and explore independently. She has high expectations of what children can achieve in their learning and development. The childminder uses her secure understanding of how children learn to provide a relevant range of resources, activities and experiences.
- The childminder places a strong emphasis on building relationships with children and their families. This helps children to form secure attachments and promotes their emotional well-being. Children display confidence and independence in her care.
- The childminder and her assistant demonstrate that they have a good overview of individual children's needs. They are familiar with using observation as means of identifying children's achievements.
- The childminder demonstrates a professional and committed approach to providing a safe and nurturing environment.

It is not yet outstanding because:

- The childminder does not provide high-quality opportunities for children to develop their number skills consistently enough for them to make as much progress as possible in this aspect of their learning.
- The childminder's arrangements for reviewing her own and her assistant's practice and professional development do not focus enough of raising the standard of teaching to the highest possible levels.

What the setting needs to do to improve further

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

- provide more high-quality opportunities for children to develop their understanding of number as far as possible
- focus self-evaluation more sharply on raising the standard of teaching and outcomes for children to the highest possible levels.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder and her assistant 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 developmental records, the 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 and expressed to on the day.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living and working on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant understand their responsibilities with regard to child protection. They are familiar with local safeguarding procedures and are alert to signs that indicate that children may be at risk of abuse. The childminder uses her policies and procedures to underpin her work with children. All required information is shared and permissions are gained from parents to help promote individual children's health and safety. The childminder and her assistant regularly reflect together on their practice to recognise their strengths and maintain good standards. The childminder has established good professional relationships with other local settings and understands her role in working together with them to promote children's learning when they attend more than one provision.

Quality of teaching, learning and assessment is good

The childminder has developed systems to track the progress children make in their learning and development. She has a secure overview of what they can do and what they need to learn next. The childminder makes sure that parents are able to actively contribute to initial assessments. There are strong partnerships that achieve a shared approach to children's care, learning and development. The childminder and her assistant know the different ways children learn. They work cooperatively to help children to learn through play and exploration. Children, including those who receive funded early education, are well supported to make good progress from their starting points. The childminder is skilled in promoting children's understanding, speaking and listening skills as she plays and talks with them. She asks questions and waits appropriately for children to answer as they take part in a baking activity.

Personal development, behaviour and welfare are good

The childminder has taken good steps to manage risks to children in her care. She makes daily checks to minimise hazards. Children develop close relationships with the childminder and her assistant. There are many warm exchanges. They speak tenderly to children and provide appropriate praise and encouragement so that children feel good about themselves. This helps promote children's sense of belonging and develops their self-esteem. Children know and respond positively to the daily routine and their behaviour is good. Children learn to take care of their own needs. They learn the importance of washing their hands before they handle food and after playing in the sand.

Outcomes for children are good

Children confidently and actively play, learn and explore in the childminder and her assistant's company. They are confident to ask for help when it is needed and demonstrate a have-a-go attitude to their learning. Children demonstrate that they are proud of what they can achieve. They are beginning to develop the skills and knowledge needed to help prepare them for the next stage in their learning, including the move on to nursery or school. Children have the opportunity to investigate and develop their own ideas as they play with sand. Their early literacy skills are supported as they have access to books and have opportunities to practise early writing skills.

Setting details

Unique reference number	EY474146
Local authority	Sandwell
Inspection number	996698
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Sandwell, West Bromwich. Her provision operates all year round, from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant, who holds a childcare qualification at level 3.

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