

# Childminder Report

**Inspection date**

11 November 2016

Previous inspection date

22 November 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 builds and maintains positive relationships with parents, nursery, school and other professionals. She successfully evaluates the effectiveness of her setting. The childminder identifies accurate targets that drive forward ongoing improvement, thereby making sure that outcomes for children are good.
- The childminder and her assistant make regular and accurate assessments of children's learning. They regularly share information with parents about how well children are progressing. This helps parents to support children's learning at home.
- The childminder and her assistant provide a supportive environment in which activities are led by children and based on their interests. Children explore freely and use their imagination throughout the day.
- The childminder and her assistant build strong bonds of attachment with the children in their care. Children are confident, seek each other out and share experiences together throughout the day. The childminder and her assistant have good strategies in place that promote children's positive behaviour. Children begin to learn to share and take turns.

**It is not yet outstanding because:**

- The childminder does not consistently offer children high levels of challenge to help them achieve the next steps in their learning as quickly as possible.
- The childminder does not provide enough opportunities for children who speak English as an additional language to use their home language during their play.

## What the setting needs to do to improve further

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

- give children the challenge they need to consistently achieve the next steps in their learning as rapidly as possible
- explore even more ways to encourage children who speak English as an additional language to express themselves in their home language during their play.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector and the childminder observed the assistant carry out an activity with the children and evaluated the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector looked at other relevant documentation, such as the childminder's self-evaluation of her setting and evidence of the suitability of the childminder and her assistant.
- The inspector took account of the views of children spoken to on the day and from parents' written views of the service provided.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have attended child protection training. They have a good understanding of their role in the prevention or early identification of abuse and neglect. The childminder checks all indoor and outdoor areas to identify and minimise any possible risks to children. This, and risk assessing all outings off the premises, helps to keep children safe and well. The childminder and her assistant work well together. They use effective strategies to monitor each other's performance in order to ensure that their teaching skills are consistently good. The childminder makes sure that her assistant receives regular individual support meetings where she can seek advice and discuss her future training requirements.

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

The childminder checks that the activities she provides fully support children to develop their skills across all aspects of their learning. Children's learning is promoted through effective teaching. Children remain focused as they play a sorting and counting game with the assistant. During such activities, the assistant uses mathematical language to encourage children's understanding of measure and size. The assistant enhances this activity further by encouraging the children to name and recognise the colours of the bottle tops and to count them. Each child is praised for their attempts, thereby developing their self-confidence. The childminder sends postcards home for the parents to record information about what they do at home and on holidays with their child. She uses this information to encourage discussions with children about their home and community life and to value their achievements.

### Personal development, behaviour and welfare are good

The childminder makes sure that children have nutritious and well-balanced meals. She provides them with a cooked dinner at lunchtime each day and fruit for snacks. The childminder regularly takes the children to the local playground to use the climbing apparatus and to a soft-play establishment. This gives them opportunities to learn to take manageable risks and experience physical challenge in their play. Children develop a good understanding about the importance of being polite with others and having good manners. The childminder supports children well so that they develop the skills they need in readiness for nursery or school.

### Outcomes for children are good

All children make good progress. They take account of one another's ideas about how to organise their play. Children follow their own interests and use writing materials and tools, such as scissors, when they engage in imaginative role play with their friends. During this play, they introduce a storyline and each child plays out their own role. Children enjoy singing their favourite songs on their own and with the assistant. They concentrate for long periods of time and are effective and motivated learners.

## Setting details

<b>Unique reference number</b>	257243
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1059484
<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 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 November 2012
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in Coseley, near Bilston. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her daughter, who is her assistant, and offers funded early education for two-, three- and four-year-old children.

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