

# Childminder Report

**Inspection date**

10 November 2016

Previous inspection date

11 March 2013

<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 quality of teaching is good, helping children to make good progress in their learning. The childminder provides a wide range of play experiences and activities that interests children and enhances their learning.
- The childminder successfully promotes children's emotional well-being. Children are settled and display a strong sense of belonging. They have formed extremely close attachments with the childminder as a result of her warm and caring approach.
- The childminder provides healthy meals and drinks for children and very good provision is made for outdoor play so that they benefit from being in the fresh air. As a result, children's health, well-being and physical development are successfully promoted.
- Partnerships with parents work well overall. Parents are provided with a good range of information about how the provision operates. They are well informed about their child's daily care routines and activities and how well they are progressing in their learning. Parents are complimentary about the provision and the progress their children make.
- The childminder forms strong links with the schools and pre-schools in the area. These partnerships help to promote continuity in children's learning and development as they prepare to move on to school.

### It is not yet outstanding because:

- The childminder does not consistently support parents to share information about what they know their child can already do when they first start.
- Individual children's learning is not always meticulously planned for. Information from observations is occasionally not used effectively to identify specific next steps in children's learning.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the setting
- make the most of what is known about individual children so that specific areas of development can be targeted for rapid progress.

### Inspection activities

- The inspector had a tour of the premises during the inspection and observed the outdoor play space.
- The inspector observed a range of learning activities in the playroom and lounge.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, children's development records and risk assessments. She also observed a selection of policies and procedures and the childminder's qualifications.
- The inspector took account of the views of parents through their written feedback in references.

### Inspector

Jennifer Turner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a strong understanding of child protection procedures. She is able to identify signs of possible abuse and knows the procedure for reporting concerns about children's welfare. The childminder checks resources and environments regularly to make sure they remain safe and secure for children. The childminder evaluates her service effectively to make improvements that benefit children. She regularly attends training and uses information from training and research to enhance her provision. Furthermore, she regularly meets with other childminders and keeps up to date with any changes and new initiatives.

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

The childminder uses good quality teaching skills to encourage children to concentrate and find things out for themselves so that they develop the skills they need when they start school. Following children's interest, she plans a sensory activity using sand. This captivates children's interest for a sustained period of time while providing a wealth of learning experiences. The childminder skilfully introduces size, shape and texture while encouraging children to count and describe what happens when the toy dinosaurs make prints in the sand. Letters, numbers and different-shaped cutters are introduced for children to explore. Children's language is developing as they respond to questions posed by the childminder as she asks them to talk about how the sand feels. Young children show they are becoming confident speakers as they repeat words and are building sentences. Overall, planning is well thought out and meets children's individual needs.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming, homely environment where children are free to move around and instigate their own play. Children demonstrate that they feel safe and secure in the company of the childminder. She is a positive role model and provides children with clear guidance and boundaries of acceptable behaviour. Children are helped to consider and value each other as they play, share and take turns. Children have access to a range of resources that helps them explore cultural differences and they learn to respect each other. Children benefit from planned visits to local parks and toddler groups. This helps children to develop good social skills and their awareness of the wider world.

### Outcomes for children are good

Children are keen to join in with the activities and are motivated learners. They are provided with a wide variety of activities that supports their good progress in their mathematical, literacy, communication and language development. Effective teaching helps children to learn key skills, such as learning phonics, how to dress themselves and positive attitudes that prepare them well for starting school.

## Setting details

<b>Unique reference number</b>	EY448967
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1066010
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 March 2013
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Northfield, Birmingham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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