

Childminder Report

Inspection date

14 November 2016

Previous inspection date

3 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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. The childminder has carefully considered the resources she provides both indoors and outdoors. She ensures that these are easily accessible and encourages children to be independent. Activities are based on children's interests and the environment supports their play and learning well.
- Children's social and emotional skills are well promoted. The childminder teaches them to take turns, share and to respect each other during their play. She encourages children to learn right from wrong so that they know what is expected of them.
- The childminder has developed good links with the local primary school and playgroups, and understands the importance of sharing relevant information with them about the children. In addition, she finds out about events in school so she can build on and complement what children learn elsewhere.
- Parents state that they are very happy with the provision, and that their children have developed really well and look forward to attending.

It is not yet outstanding because:

- The childminder does not provide enough opportunities for all parents to share information about what their children achieve at home, so that she can reflect on this when planning future activities.
- The current arrangements for professional development do not always provide opportunities for the childminder to consider how to raise teaching to the highest level.

What the setting needs to do to improve further

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

- provide enough opportunities for all parents to share information about what their children achieve at home and reflect this when planning future activities
- extend the current arrangements for professional development that provide more opportunities to raise the quality of teaching even further.

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 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 and training.
- The inspector took account of the views of parents through their written feedback in references and questionnaires.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a thorough knowledge of risks to children's welfare. She knows the signs and symptoms of possible abuse and her responsibility to report any concerns she might have. The childminder completes regular risk assessments when taking children on outings and ensures hazards within her home are minimised. The childminder monitors and evaluates the quality of the service she provides, finding out what parents and children expect and enjoy. This helps her to shape her service. The childminder is qualified, experienced and keeps up to date with mandatory training and current changes. She uses her skills, knowledge and understanding to promote children's learning well.

Quality of teaching, learning and assessment is good

The childminder understands how children learn through play and the stages of development they go through. This enables her to plan activities that match closely to children's stages of development. The childminder uses the information gained from her observations to identify children's next steps in learning. This ensures they make good progress, in readiness for school. Children access resources such as cotton balls, coloured shapes and googly eyes to develop their creative skills as they make pictures of snowmen. Children use their imagination as they build towers with bricks and play with small-world characters and vehicles. Children snuggle up to the childminder as she reads to them and children point to familiar objects and characters in the story. The childminder enthusiastically joins in with children's play, which helps make sure they are motivated and responsive to her ideas. She uses the small-world characters and books to engage children in singing, rhymes and conversations. This helps to promote their communication and language skills.

Personal development, behaviour and welfare are good

The childminder's home is welcoming and children form strong attachments with her and her family. She meets children's individual care needs well and talks to parents about what they want for their children. The childminder teaches children good personal hygiene routines that help maintain their good health. In addition, she offers healthy eating options, such as fresh fruit, and ensures children have regular drinks throughout the day. Children also start to learn about the importance of staying safe and how to cross the road. Children have opportunities for physical exercise in the childminder's garden and during outings, which helps to promote a healthy lifestyle.

Outcomes for children are good

Children make good progress in relation to their starting points and develop the key skills they need for future life and school. Children enjoy using their imagination in play and they develop skills in simple literacy and mathematics. They develop good independence skills as they choose what they would like to play with, and learn how to develop positive relationships with their peers. Children learn about a wider society and learn to consider the needs of others in their play.

Setting details

Unique reference number	EY271591
Local authority	Birmingham
Inspection number	1064488
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	3 July 2013
Telephone number	

The childminder was registered in 2003. She lives in the Bournville area of Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Wednesday, except for bank holiday and family holidays. The childminder holds an appropriate qualification at level 3. The childminder receives funding for two-, three- and four-year-old children.

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