

Childminder Report



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| Inspection date | 24 November 2016 |
| Previous inspection date | 16 September 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 childminder identifies and attends a broad range of training workshops. This helps her to provide fresh and challenging activities that support children's development across all the areas of learning. Consequently, outcomes for children are good.
- The childminder works closely with parents to settle their children into her setting. She is caring and engaging with children and uses meaningful praise throughout the day. This fosters children's close attachments and helps them to behave well and to begin to build friendships with others.
- The childminder liaises well with other providers and the local school. She ensures all parties work together to share and reflect on children's care, learning and development. This, and giving parents confidence in supporting their child's learning at home, helps to promote children's readiness for school.
- The childminder includes parents and their children in the self-evaluation processes of her setting. She identifies the strengths and weakness of her setting, making sure targets are followed through so that all children benefit from attending.

It is not yet outstanding because:

- The childminder does not consistently find out what parents already know about their child's learning and development when they first start.
- The childminder does not consistently support children's listening and understanding skills.

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
- increase the already good opportunities during both planned and spontaneous activities for children's listening and understanding skills to be supported to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint review of an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of all persons living at the setting.
- The inspector looked at a range of written comments by parents and took account of their views.
- The inspector spoke to the children throughout the inspection.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder checks all indoor and outdoor areas to make sure hazards are identified and minimised at all times. The childminder attends child protection training and keeps this training up to date over time. She is confident about what to do should she have any concerns about a child in her care. The childminder identifies any new guidance provided by the local authority and updates her policies and procedures to reflect how she keeps children safe and well. Parents and carers have access to the childminder's policies and procedures at all times. The childminder regularly observes children during planned and spontaneous activities and uses a range of guidance to help her to identify their next steps in learning.

Quality of teaching, learning and assessment is good

The childminder effectively supports children's investigations and explorations. She encourages children to use tools, soil, leaves and twigs as they play at the mud kitchen. Here, children use their imagination well as they mix ingredients for mud pies and other concoctions. Children's creativity and imagination is further supported as they use various resources during cut, glue and stick activities to decorate their paper Christmas tree. The childminder makes good use of such activities to encourage children to think and talk about colours, shapes and numbers. This supports children's awareness of mathematical concepts well. Children's language is also supported as they talk about taking their artwork home to show their family. Children's interest in books and in making marks is also well fostered by the childminder. Children talk about their favourite characters during story times. They independently access the paper and crayons to draw their own pictures. These activities help to promote a range of learning opportunities and also foster children's readiness for school very well.

Personal development, behaviour and welfare are good

The childminder provides well-balanced meals and snacks for children, and talks to them about the importance of eating well for their good health. Children take manageable risks in their play as they use the garden equipment under close supervision of the childminder. The childminder also takes children to parks and local soft-play barns. This effectively promotes children's growing physical development.

Outcomes for children are good

Children confidently make choices about where they want to play. They independently put on their own boots and coats and demonstrate excitement about going out to play. Children are developing their interest in the world around them. They like to go on nature walks, notice the changing weather and look for insects and wildlife around them. Children play with a range of toys that reflects positive images of diversity. They explore a variety of festivals around the calendar year. This helps children to learn about similarities and differences between themselves and others in the world. All children, including those receiving funded education, make good progress in their learning and development.

Setting details

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| Unique reference number | EY459877 |
| Local authority | Sandwell |
| Inspection number | 1066743 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 7 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Name of registered person | |
| Date of previous inspection | 16 September 2013 |
| Telephone number | |

The childminder was registered in 2013. She operates from 7am to 6pm, Monday to Friday, all year round except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four year-old children. She holds an appropriate early years qualification at level 3.

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