

Childminder Report

Inspection date

5 December 2016

Previous inspection date

1 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 demonstrates a professional and committed approach to providing a safe and nurturing environment. She has taken good steps to ensure that previous actions have been met. The childminder has sought training, advice and guidance from local professional support networks to improve her knowledge and teaching skills.
- The childminder and her assistants model language and ask children questions about their play. This helps to promote children's understanding and speaking and listening skills as they play alongside them.
- Children experience happy and settled relationships with the childminder and her assistants. This helps build their self-confidence and boosts their emotional well-being.
- The childminder successfully engages parents in extending their children's learning at home. Regular communication ensures that information is shared to promote continuity in children's care, learning and development.
- The childminder creates a welcoming environment where children make friends with others and play together. Children are able to make independent choices from the broad range of toys and resources. They actively explore, developing their skills as they lead their own play.

It is not yet outstanding because:

- The childminder has not yet fully considered how she can introduce adult-led activities to children, so that they are inspired to join in and always take an active role in their own learning.
- The childminder's arrangements for the supervision of her assistants do not focus as much as possible on helping them to raise the quality and standard of their teaching to the highest possible level.

What the setting needs to do to improve further

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

- encourage children to be more curious and want to participate fully when introducing adult-led activities to them
- develop further the arrangements for the supervision of assistants to focus more precisely on raising the standard of teaching to the highest possible level.

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 assistants at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed activities. She spoke to children at appropriate times while they played.
- The inspector looked at children's developmental records, planning documentation and a range of other documentation.
- The inspector discussed self-evaluation with the childminder and took into account the written views of parents.
- 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 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 arrangements for safeguarding are effective. All adults living and working in the childminder's home have completed suitability checks. The childminder and her assistants understand their responsibilities with regard to child protection. They are familiar with local safeguarding procedures and are alert to signs that indicate children may be at risk of abuse. The childminder understands her role in working with other local settings. This promotes a shared approach to children's care, learning and development. She finds out the current theme and sound of the week. The childminder is then able to build these into her planning to promote children's learning.

Quality of teaching, learning and assessment is good

The childminder has developed effective systems to track the progress children make in their learning and development. Parents are able to actively contribute to initial assessments of their children's development. The childminder and her assistants use their observations to assess children's achievements. This helps them to plan effectively for children's future learning. Children, including those who receive funded early education, are well supported to make good progress. Adults know how to build individual children's next steps into activities and experiences. Children play imaginatively. Adults help them to develop the story further and make links with what they know about the world. They learn about quantities as they play. Younger children investigate what happens when they push buttons. Adults use descriptive language and encourage children to repeat familiar words and phrases. This helps children to make sense of their actions and to keep on trying.

Personal development, behaviour and welfare are good

Children learn how to respect the childminder's home rules. They recognise and respond positively to the daily routine. The childminder chats to them about what is going to happen next. Adults encourage children to join in with tidying up before moving on to the next activity. This helps to keep children safe and develop an understanding of how to take changes of routine in their stride. Children learn the importance of leading a healthy lifestyle. They have the opportunity to play in the childminder's garden where they get plenty of fresh air and physical exercise. The childminder plans nutritious meals and snacks for children. She takes account of children's dietary needs.

Outcomes for children are good

Children are happy and display confidence and independence in the childminder's care. They demonstrate a 'have a go' attitude to learning. Children are learning how to play cooperatively, share and take turns. They listen to other's opinions as they choose a favourite song. Children enthusiastically join in with the actions and familiar words and phrases. Older children learn early literacy skills. They recognise and write familiar letters and learn to link letters and sounds. Children are beginning to develop the skills and knowledge they will need when they are ready to move on to nursery or school.

Setting details

Unique reference number	EY436949
Local authority	Sandwell
Inspection number	1067285
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	9
Number of children on roll	10
Name of registered person	
Date of previous inspection	1 August 2016
Telephone number	

The childminder was registered in 2011 and lives in the Oldbury area of Birmingham. The provision operates all year round from 7.15am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She provides funded education for three- and four-year-old children.

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