

# Childminder Report

**Inspection date**

9 December 2016

Previous inspection date

27 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 has a secure understanding of how young children learn. She builds on opportunities to promote their learning and development as she plays and talks with them. This helps older children to concentrate and develop their own ideas even further.
- Children are happy, confident and settled in the childminder's welcoming home. They learn to play cooperatively with others and go to her for cuddles and reassurance at times throughout the day. This helps them to feel safe and secure.
- The childminder has developed strong partnerships with parents that promote a shared approach to children's care, learning and development. Parents are able to actively contribute to initial assessments. They can regularly check their children's progress and share information about their current learning at home.

### It is not yet outstanding because:

- The childminder does not consistently focus the experiences and activities she provides, enough on what children need to learn next to help them make the best possible progress.
- The childminder has not yet fully considered how to set out an even broader range of resources that enables babies and younger children to fully explore and investigate their interests.
- Although the childminder has worked hard to meet the actions and recommendations from her previous inspection, arrangements for monitoring and evaluating her practice are not yet highly successful in bringing about continual improvements to the quality of teaching and learning.

## What the setting needs to do to improve further

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

- make the most of what is known about individual children's learning so that specific areas of development can be targeted, in order to help them make really rapid progress
- enhance how toys and resources are displayed to inspire babies and younger children to explore recent learning, practise new skills, and follow their own interests even more
- build on systems for monitoring and evaluating practice to improve the delivery of the activities and consistently meet children's needs through high-quality teaching.

### Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder 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 a range of documentation, such as children's records.
- 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 on the premises.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder demonstrates a passionate approach to her work with children. She recognises the importance of supporting their welfare and development. There are a range of policies and procedures in place that helps her to run the provision effectively and keep children safe. The arrangements for safeguarding are effective. The childminder has a good understanding of the Local Safeguarding Children Board procedures. She knows how to respond if she has any concerns about a child's welfare. The childminder develops strong partnerships with other local settings children attend. She takes account of what children are learning in nursery and builds it into her planning to promote consistency.

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

The childminder is familiar with using observation to identify the achievements children make in their learning and development. She uses the information to monitor the progress children are making. The childminder regularly plans which activities she will provide next for children. Babies learn new words and phrases when they look at a book together. The childminder helps children to recognise numerals as they build with bricks. As they play, they count beyond 10 and learn words about size and position. The childminder offers good suggestions using descriptive language to help them extend their play even further. Children learn how to solve their own problems as they play with cars on a garage.

### Personal development, behaviour and welfare are good

The childminder works well with parents to ensure that children are provided with healthy meals. She chats to children about what they would like to eat and they talk about their individual preferences. Children learn about personal differences between themselves and others, and this promotes their sense of identity. Children know and respond positively to the daily routine and their behaviour is good. The childminder encourages children to help out with small tasks and tidy up before moving on to the next activity. This helps to keep children safe. They develop an understanding of the childminder's rules and how to follow them. Children learn to take care of their own needs. Those who are learning to use the toilet are sensitively encouraged and praised for their achievements. Children learn the importance of following good handwashing routines.

### Outcomes for children are good

Children benefit from consistency and continuity in their care, learning and development. This helps them to make good progress. They are confident as the childminder promotes their sense of belonging and develops their self-esteem. They develop self-assurance and independence as they play, and learn to get along with others, taking turns and sharing. Children learn to link sounds to familiar letters they recognise in the environment and during activities. They demonstrate the actions each sound represents as they sing songs together. Most-able children distinguish which sound is the odd one out when the childminder introduces more sounds. Children learn about quantities as they join in with familiar rhymes and know how many are left when one is taken away. Children are beginning to develop the skills and knowledge they will need for their future learning.

## Setting details

<b>Unique reference number</b>	EY425973
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1058472
<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>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 April 2016
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in the Tividale area of Oldbury. She operates all year round from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays.

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