

Childminder Report

Inspection date

15 December 2016

Previous inspection date

2 August 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

- Teaching is good because the childminder has a thorough understanding of how children learn through play. She provides good, stimulating and challenging experiences for children through a wide range of activities. The playroom is well equipped and children independently access resources.
- Children form close relationships with the childminder and her assistants, who all treat them with kindness and care. Children are very happy and well settled and they demonstrate good levels of confidence, showing they feel secure and safe. This supports their emotional well-being successfully.
- Parents speak very highly of the childminder and appreciate the service provided for their children. They comment that children have benefited greatly from their time with her and that she is a great role model who goes out of her way to cater for children's needs.
- The childminder discusses children's progress, activities and achievements with parents. Once attending regularly, parents are fully encouraged to share information about what their children do at home so that the childminder can take this into account when planning activities to extend their learning experiences.

It is not yet outstanding because:

- The childminder does not always make the best use of her observations of children's learning to focus activities on what they need to learn next, so that they can make the best possible progress.
- The childminder does not always find out as much as possible from parents about what children already know and can do when they first start attending.

What the setting needs to do to improve further

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

- make better use of observations to more clearly identify children's next steps in learning to increase the potential for them to make even more progress in their development
- seek more detailed information from parents about children's capabilities when they first join the setting.

Inspection activities

- The inspector looked at all areas of the premises used by children and observed children engaged in a variety of learning experiences.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living and working on the premises and children's records. She discussed risk assessments and policies and procedures.
- The inspector discussed training, the assessments of children's progress and the childminder's process for self-evaluation.
- The inspector spoke to the childminder, assistants and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and recorded in references sent to the childminder.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder fully understands her duty and responsibility to protect children in her care. She is clear about the signs of abuse and understands the importance of reporting any concerns promptly. She ensures her assistants understand their safeguarding responsibility. The childminder has a recognised early years qualification and this has a positive impact on the learning experiences she offers to children. The childminder routinely evaluates aspects of her practice and that of her assistants, identifying areas for improvement that will enhance children's learning experiences. The childminder carries out inductions, observations and appraisal meetings with her assistants to ensure they are fully aware of their roles and responsibilities. She supports them to gain relevant qualifications to enhance their skills and knowledge. Together, they review aspects of the provision and seek the views of children and parents.

Quality of teaching, learning and assessment is good

The childminder's ability to teach children is good, which means that they learn successfully and make good progress in their development. Children are well prepared for school, when the time comes. The childminder and her assistants enthusiastically join in with children's play, which means that they are motivated and responsive to children's ideas. Children develop very good creative skills and use their imagination well. They become engrossed in art and craft activities and enjoy exploring colours as they paint paper plates to create their own flash cards of colours. Children enjoy using glitter and coloured paper to create the cards, while younger children explore the paint using their hands. Every opportunity is used to weave mathematical concepts into activities. For example, they count the number of stickers they have on their chart and learn to recognise shapes. Children show excitement as they show their dance moves to their favourite songs. Young children jig and move their bodies as they follow actions songs and they look forward to attending dance sessions at local groups.

Personal development, behaviour and welfare are good

Children learn about healthy lifestyles and the importance of being active. The childminder teaches children about road safety. Children know where to go in the event of a fire because they practise drills regularly. Children behave well because they are given gentle reminders about acceptable behaviour. The childminder praises children for their efforts, which helps foster their self-esteem and confidence. The childminder works closely with other professionals, such as the local school and children's centres, and accesses the sensory-room facilities.

Outcomes for children are good

All children make good progress from their individual starting points. Children grow in independence and acquire the key skills required to move on to the next stage of their learning. Children are developing their number skills. They competently count and identify colours and shapes. Children are confident communicators and their language development is supported very well.

Setting details

Unique reference number	403743
Local authority	Birmingham
Inspection number	1064157
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	18
Number of children on roll	14
Name of registered person	
Date of previous inspection	2 August 2013
Telephone number	

The childminder was registered in 2001 and lives in Great Barr, Birmingham. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She provides funded early education for two-, three- and four-year-old children and holds an appropriate qualification at level 3.

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