

Childminder Report

Inspection date	9 January 2017
Previous inspection date	9 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 developed links with school staff, the local authority advisor and other professionals. These effective partnerships help the childminder to evaluate and build upon her practice to ensure children continue to make good progress. Parents positively praise the care and learning opportunities provided for their child by the childminder and her assistant.
- The childminder and her assistant have a good understanding of children's individual needs and abilities. They undertake ongoing observations and assessments of children's progress and use the information to monitor and extend their learning.
- The childminder checks that the activities she provides fully support children to develop their skills across all aspects of their learning. She makes sure that children have access to ample resources to choose from that support and challenge them in their play.
- The childminder and her assistant build strong bonds of attachment with the children in their care. This helps to develop children's self-esteem and a sense of ease and belonging to the setting. The childminder and her assistant have good strategies in place that promote children's positive behaviour. Children begin to learn to share and take turns.

It is not yet outstanding because:

- The childminder and her assistant do not give children enough opportunities to build fully on their good speaking skills and to use as wide a range of vocabulary as possible.
- The childminder does not always involve parents as much as possible in the assessments of their child's learning when they first start at the setting.

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 use talk more freely and develop their use of a wider range of vocabulary
- gather more information from parents about what their child already knows and can do, in order to involve them more fully in the assessments of the starting points for their child's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector and the childminder observed the assistant carry out an activity with the children. She evaluated with the childminder the impact this has on children's learning.
- The inspector evaluated the childminder's assessment of children's progress and how she plans for their next steps in learning.
- The inspector looked at relevant documentation, such as children's records and evidence of the suitability of the childminder and her assistants.
- The inspector took account of the views of parents and children spoken to on the day of the inspection and from parents' written views of the service provided.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her main assistant have attended child protection training. They have a good understanding of their role in the prevention or early identification of abuse and neglect. The childminder makes sure that her assistants receive regular individual support meetings where they can seek advice and discuss their future training requirements. She makes sure she completes all the relevant documents needed to keep children healthy and safe.

Quality of teaching, learning and assessment is good

Children's learning is promoted through effective teaching. Children remain focused as they paint with sponges and paint brushes. The assistant uses a soothing tone of voice as he describes what they are doing, extending children's understanding as they explore the materials. He enhances this activity further by encouraging the children to recognise and name the colours of the paint and the shapes of the sponges. The assistant models and describes the action needed to get more paint onto the sponge. Each child is praised for their attempts, thereby, developing their self-confidence. The childminder shows genuine interest and plays with the children during their imaginary role play. During this activity, she skilfully incorporates children's next steps in learning into their play, offering support when needed. The childminder provides parents with an effective written summary of their child's progress when their child is aged between two- and three-years-old. She and her assistant support children well, so that they develop the skills they need in readiness for nursery or school.

Personal development, behaviour and welfare are good

The childminder makes sure that children have nutritious and well-balanced meals. She provides them with a cooked dinner at lunchtime each day and fruit for snacks. There is direct access to the garden where children can test their physical skills on the tricycle, scooter and seesaw. The childminder regularly takes the children to the local playground to use the climbing apparatus. This gives children opportunities to learn to take manageable risks and experience physical challenge in their play. Children develop a good understanding about the importance of being polite with others and having good manners. Children who speak English as an additional language and funded children are well supported by the childminder and her assistant. They have individual support to encourage their communication and social development.

Outcomes for children are good

All children make good progress from their starting points. They enjoy a range of mark-making experiences and are confident at handling tools appropriate for their age. Children use their imaginations and represent their own ideas during messy-play activities. They engage in make-believe play based on their first-hand experiences with their friends. Children are confident, self-assured and successful learners.

Setting details

Unique reference number	EY316453
Local authority	Sandwell
Inspection number	1058278
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	10
Name of registered person	
Date of previous inspection	9 November 2015
Telephone number	

The childminder was registered in 2005 and lives in Smethwick in the West Midlands. She has two assistants, working full time with her husband and, occasionally, with her daughter. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-year-old children. She supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

