

Childminder Report

Inspection date	10 January 2017
Previous inspection date	28 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

- The childminder provides a nurturing and homely environment. She is caring and affectionate and knows the children well. The childminder is very attentive to their care needs and routines and children demonstrate that they feel safe and secure in her company. Children's emotional well-being is well supported.
- The well-qualified childminder knows what children can do and she observes their play to identify their emerging needs. She uses this information to plan a wide range of interesting experiences, both indoors and outside, that children learn from. Children make good progress from their starting points in readiness for school.
- Partnerships with parents are well established. The childminder asks parents to contribute to the evaluation of the provision in order to drive improvement. Parents comment positively and are very pleased with their children's progress and the care and support they receive.
- The childminder is very well motivated and passionate about providing a consistently high-quality provision for the children and their families. She regularly meets with other professionals and attends training to keep up to date with changes in legislation and guidance. This helps to improve outcomes for children effectively.

It is not yet outstanding because:

- The childminder does not provide enough opportunities and encouragement to extend children's concentration skills and become fully involved in their learning. At times, she moves children from one activity to another too quickly.
- The childminder's systems of evaluation do not focus sharply enough on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- provide even more opportunities for all children to extend their concentrating skills and to be fully involved in their learning
- sharpen the focus of evaluation to help raise the quality of teaching to the highest level.

Inspection activities

- The inspector viewed all areas of the home used for childminding and the toys and resources available. She observed activities and reviewed the quality of teaching.
- The inspector looked at a range of documents and discussed the childminder's self-evaluation.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living and working on the premises.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector took account of the views of parents, carers and children, including those expressed in recent correspondence.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a very clear understanding of her role and responsibility to safeguard children. Robust policies and procedures are implemented effectively. This underpins the childminder's practice and helps to ensure children's well-being, safety and welfare. The childminder has a good overview of her assistant's practice and ensures that she maintains her first-aid qualification. She monitors children's progress and works closely with parents and other professionals swiftly to address any gaps in children's development. The childminder shares information about children's progress with the other settings that they attend to complement their learning. The childminder regularly seeks the views of parents and children and responds positively to any suggestions they make.

Quality of teaching, learning and assessment is good

The childminder knows how children learn. She offers a good balance of child-initiated and adult-focused activities. Children are inquisitive. They freely explore their environment with increased confidence and make independent choices in their play. For example, young children competently use their senses to explore a variety of textures. They hold ice cubes and play peek-a-boo as they cover their faces with a scarf. Children learn about changes in the environment. Older children watch ice cubes melting in their hands and learn about the different temperatures. The childminder actively joins in their play, interacts with children, models language and encourages them to try new things. Children play with musical toys. They press buttons and wait eagerly to hear the sounds they make. This helps to develop their listening skills. The childminder shares information with parents about ways in which they can further extend their child's learning at home.

Personal development, behaviour and welfare are good

Children are warmly welcomed in an environment where their physical and emotional well-being is effectively supported. The childminder has good settling-in procedures that meet the needs of individual children. This helps children to build a strong bond with the childminder as they settle in their new surroundings. Children's high self-esteem and confidence is nurtured extremely well through lots of praise and encouragement. They behave well and respond positively to the childminder's calm manner. They enjoy nutritious snacks and meals. Children have lots of opportunity to develop their physical skills, both indoors and in the childminder's garden. They have regular opportunities to develop their social skills and learn to interact successfully in different situations. They regularly go on local outings and mix with other children and adults. Children develop positive attitudes, tolerance and mutual respect for others from various backgrounds.

Outcomes for children are good

Children's communication and language skills are developing well. They are learning early literacy and mathematical skills through a wide range of activities and routines. Children learn to recognise colours, count, compare sizes and predict sounds in the alphabet. They are making good progress from their starting points. Children are developing the key skills needed for the next stage in learning and their eventual move to school.

Setting details

Unique reference number	EY457694
Local authority	Dudley
Inspection number	1066588
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	28 August 2013
Telephone number	

The childminder registered in 2013. She lives in the Kingswinford area of Dudley. The provision operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds appropriate childcare qualifications at level 3. She occasionally works with an ssistant.

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