

Childminder Report

Inspection date

17 January 2017

Previous inspection date

24 July 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 has achieved a level 3 qualification since her last inspection. The impact of her accredited training and secure knowledge of how children learn has had a positive effect on the quality of her teaching. She skilfully uses a range of teaching skills as she talks with and plays alongside children.
- The childminder places a very high focus on boosting children's emotional well-being and building their self-confidence. She creates many opportunities for meaningful interactions that help to reinforce children's sense of belonging. Children clearly enjoy the time they spend with the childminder and learn to play cooperatively with others.
- Children develop independence in their learning. Toys are well organised and children confidently explore the space available to them and make choices about what they play with. This helps children to develop their skills in purposeful and developmentally appropriate play.
- The childminder has developed systems to track the progress children make in their learning and development. She has a good overview of what children can already do and what they need to learn next.
- The childminder demonstrates a professional attitude to her work with children. She has a good range of policies and procedures. She shares them with parents during the settling-in period and uses them to underpin her work with children.

It is not yet outstanding because:

- The childminder's assessments of children's learning and development, although accurate, are not always used in a timely manner to precisely match children's individual learning needs. As a result, children do not always have enough opportunities to achieve at the very highest levels.

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 when they first start and throughout the placement, so specific areas of development can be targeted to increase the potential for children to make rapid progress.

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 reflects on her practice to maintain high standards and improve outcomes for children. She adds to her knowledge and skills by attending training and seeking guidance and support from other childcare professionals. The childminder meets regularly with other local childminders. This enables her to provide a wider range of activities for children and to share good practice with others. The childminder has good, professional, well-established relationships with other local settings. She takes account of what children are learning at nursery and builds this into her planning to promote consistency. The arrangements for safeguarding are effective. The childminder understands her responsibilities with regard to child protection. She is familiar with local safeguarding procedures and alert to signs that indicate concerns with children's welfare.

Quality of teaching, learning and assessment is good

The childminder has high expectations for children. She successfully engages parents, so that they are able to continue their children's learning at home. This results in strong partnerships that promote a shared approach to children's care and learning. The childminder demonstrates and uses descriptive language very well to engage children in activities. Babies' developing language skills are nurtured extremely well. The childminder models language, uses gesture and repeats words and phrases, encouraging babies to copy, explore and play. She supports them to learn by asking questions and listening carefully to their responses. This helps babies to make sense of their own enquires and concentrate further. They are motivated to keep on trying, so that they begin to solve problems independently.

Personal development, behaviour and welfare are good

The childminder has taken good steps to manage potential risks and hazards for children in her home. She organises and presents toys and equipment attractively. Children's behaviour is good. They are polite and learn how to respect the childminder's home rules. They learn about keeping themselves safe and healthy. Children talk to the childminder about signs she displays in her home. They let her know that they have followed the good instructions for handwashing from a poster in the bathroom after using the toilet. Children have interesting and valuable conversations with the childminder and each other. Lunchtime is a social, learning experience. Children confidently ask for help to use their cutlery as they eat their lunch, with much praise and encouragement from the childminder. Children get fresh air and exercise and develop their physical skills at groups, in the childminder's garden or at the park.

Outcomes for children are good

Children are confident, active learners, who have fun while they learn. They develop the skills and knowledge they will need when they are ready to move on to nursery or school. Children learn to attend to their personal needs and develop self-confidence in their abilities. Children's early numeracy and literacy skills are supported. They see written numerals and letters, and words in the environment. Children explain that they have written the words of a song as they give meaning to the purposeful marks they make.

Setting details

Unique reference number	EY458194
Local authority	Sandwell
Inspection number	1066626
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	24 July 2013
Telephone number	

The childminder was registered in 2013 and lives in Smethwick, West Midlands. She operates all year round from 7am until 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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