

# Childminder Report

**Inspection date**

14 February 2017

Previous inspection date

8 October 2015

<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 taken effective steps to raise the quality of her provision and improve outcomes for children since her last inspection.
- The childminder's teaching and interactions are good. Children are provided with a good range of experiences that helps to build on and extend their learning so that they make good progress in reaching their milestones.
- Children are happy and secure and their emotional well-being is effectively promoted. They have built very strong attachments with the childminder. She is kind, caring and nurturing and ensures all children's individual needs are met effectively.
- Parent partnership is good. The childminder shares ongoing information with parents to keep them informed of the activities she provides and the progress their children are making. She gives them ideas to support ongoing learning at home.
- The childminder is a good role model. She has clear and consistent boundaries so children learn from a young age how to behave. The childminder is calm and reassuring. She offers consistent praise and respects and values children's individuality.

### It is not yet outstanding because:

- Although the childminder completes observations and next steps of children's learning, she does not always use this information to plan very precisely to help children make more rapid progress in their learning.
- The childminder does not always focus her professional development on raising the quality of her teaching to the highest level.
- Sometimes children do not have enough opportunities to explore and be creative in their play.

## What the setting needs to do to improve further

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

- use observations and next steps to plan even more precisely, to build on children's learning and to help them achieve to outstanding levels
- focus professional development more precisely on raising the quality of teaching to the highest level
- provide even more opportunities to allow children to take part in creative experiences and sensory exploration.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her provision accurately. Since her last inspection she has developed a good partnership with the local authority early years adviser. This has been very beneficial in helping the childminder to address previous weaknesses and drive her current practice to a good standard. The arrangements for safeguarding are effective. The childminder has a good understanding of her responsibilities to protect children from harm. She has completed training, such as first aid and safeguarding and has kept her knowledge and understanding up to date with current guidance and legislation. The childminder identifies potential hazards for children and puts measures in place to minimise any risks to keep children safe.

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

The childminder gains information from parents to determine children's starting points. She follows children's interests and provides a range of activities and resources to help build on their learning. The childminder reads stories to children, which helps to foster their interest in books. She promotes their communication skills, using a range of methods. The childminder gains children's attention through talking to them and giving good eye contact. She speaks clearly and models and reinforces sounds and words. Children from a very young age are learning to show care and concern for others as the childminder models how to care for the dolls. Children enjoy exploring the shape sorters and the childminder demonstrates how to fit the shapes into the correct spaces. Children spend time working out how to do this and are very happy when they achieve.

### Personal development, behaviour and welfare are good

The childminder's home is safe and secure. She has appropriate medication and accident procedures in place to ensure children's health and well-being are promoted effectively. Children settle very quickly. They are very happy and content in the childminder's home. The childminder is very sensitive to children's individual routines and adapts her plans according to the care needs of the children. Children benefit from what they need and they have plenty of opportunities for rest and sleep throughout the day. Children enjoy healthy, balanced meals and enjoy tasting new foods and textures. The childminder praises children's achievements through smiling and clapping. This helps to develop their confidence, security and self-esteem. Children have opportunities for fresh air as they go on trips and visits in the community.

### Outcomes for children are good

Children are making good progress in their learning. They are gaining a solid foundation and are acquiring the skills they need for the next stage in their learning. Children are curious and inquisitive. They enjoy exploring books and are beginning to focus their attention on particular resources that interest them. They spend time looking at what things do and how things work. Children are developing their physical skills as they stand unaided and master walking. They are beginning to make food preferences and eagerly persist at feeding themselves with a spoon.

## Setting details

<b>Unique reference number</b>	250164
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1058055
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 October 2015
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Solihull. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 2.

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