

Childminder Report

Inspection date

15 March 2017

Previous inspection date

6 April 2016

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 worked closely with the support of the local authority to improve her teaching and the curriculum. The childminder fully understands all of her responsibilities. Children's safety, welfare and learning are effectively promoted.
- The childminder understands how children learn. She oversees the progress children make. She ensures that all those requiring additional support receive the help they need to catch up. This helps to ensure no child falls behind.
- The environment is welcoming and stimulating. The range of activities provided is fun and varied. Children enjoy attending. They are confident to play and explore and are motivated to learn.
- The childminder is kind, caring and friendly. She gets to know children well. Children form positive relationships with her. They seek her comfort and are keen to include her in their games. Children demonstrate that they feel safe and secure in her care.
- Children behave well. They listen to the childminder and follow instructions. They use good manners and respect the environment. Children are also learning to be kind to others, share resources and include others in their play.

It is not yet outstanding because:

- Partnership working is not yet highly successful. Information about how children are progressing and what they are learning is not always shared as well as possible between the provision, home and other settings they attend. Children do not yet benefit from excellent continuity in their education.
- The childminder's evaluation of the setting is not yet ambitious enough. She does not always reflect as carefully as possible on the overall quality of the provision and consider innovative ways to raise the standard to the highest possible level.

What the setting needs to do to improve further

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

- enhance partnership working and share more information about how children are progressing and what they are learning between the provision, home and other settings they attend to promote excellent continuity
- strengthen self-evaluation processes and reflect as carefully as possible on the overall quality of the provision to consider innovative ways to raise the standard to the highest possible level.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at the documents available, including children's records.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistants.
- The inspector discussed with the childminder her methods for self-evaluation.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The childminder is well qualified. She conducts research and accesses training to help stay up to date. She also supervises her assistants and ensures they have the knowledge they need to fulfil their roles. This has a positive impact on the quality of care and education children benefit from. The arrangements for safeguarding are effective. The childminder's knowledge of child protection issues is good. She knows how to recognise and respond to concerns about children's welfare should the need arise. The environment is clean, safe and secure. The childminder continually ensures all potential hazards to children are minimised, helping to protect them from different types of harm.

Quality of teaching, learning and assessment is good

The childminder is a good teacher. She frequently observes and assesses children's abilities. She makes good use of the information obtained to plan and provide activities that meet children's individual learning needs. For example, children enjoy being creative and using their imaginations. They like to make models out of play dough and enjoy pretending they are caring for baby dolls. The childminder shows children how resources can be used and offers help as needed. She also talks to children, asks questions and adds explanations to their learning.

Personal development, behaviour and welfare are good

Children learn how to live a healthy lifestyle. The childminder ensures that children adopt good hygiene routines, such as washing their hands before meals. She talks to children about the importance of these. The childminder helps children to make healthy food choices. She engages children in cookery activities and talks to them and their parents about the benefits of a good diet. Children also benefit from plenty of fresh air and exercise. They enjoy playing in the childminder's garden. Children's emotional well-being is effectively promoted. The childminder finds out about children's backgrounds, cultures and languages. She celebrates and values these in her home. Children have access to a range of resources that reflects their similarities and differences. They also have opportunities to learn about people and communities beyond their own experiences. She promotes respect, tolerance and acceptance in her home.

Outcomes for children are good

Children make good progress in their learning and development. They are curious and demonstrate a desire to know more. The support for children who speak English as an additional language is particularly good. All children are developing good skills in communication and language. They are keen to talk about their experiences and share their thoughts or ideas. Children are very independent. They make choices about how they spend their time at the setting and manage their self-care needs with little support. Children's skills in literacy and numeracy are developing particularly well. They enjoy reading and retelling familiar stories. They are also beginning to identify different letter sounds and write their own names. They competently count up to five when singing number songs and can work out how many objects are left if one is taken away. Children are fully prepared for the eventual move on to school.

Setting details

Unique reference number	EY272220
Local authority	Worcestershire
Inspection number	1058227
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	6 April 2016
Telephone number	

The childminder was registered in 2003 and lives in Redditch. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She is registered to work with an assistant. The childminder offers support for children who speak English as an additional language.

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