

Childminder Report

Inspection date

25 April 2017

Previous inspection date

16 February 2015

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 reflects carefully on her practice, identifies areas for further improvement and seeks the views of parents and children. For example, she is committed to continuing her professional development and recent training has helped her identify how she can support children's mathematical understanding further.
- The childminder plans a range of interesting activities that engages children fully and motivates them to learn. For example, children have lots of fun as they join in with energetic parachute games.
- The childminder supports children's emotional development successfully. For example, she helps older children understand a range of feelings and uses effective strategies to help younger children learn to manage their behaviour when situations upset them.
- Children make good progress from their starting points and are well prepared for their future learning. They are observant and curious and ask questions. For example, children comment on the changes in the level of sunlight in the room and share their observations of the weather.

It is not yet outstanding because:

- The childminder does not recognise all opportunities to challenge older children's literacy skills.
- On occasions, the childminder does not give children the time and space to respond to questions or experiment with the good ideas they have.

What the setting needs to do to improve further

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

- make full use of opportunities to extend older children's literacy skills to help them make even better progress
- recognise when children need more time to respond to suggestions and test ideas for themselves, in order to develop their thinking skills even further.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The childminder establishes good relationships with parents and other providers involved in children's care. She keeps parents well informed of their children's progress and shares information with other providers to support the continuity of children's care and learning. Safeguarding is effective. The childminder has a good understanding of how to protect children and has clear procedures in place if she has any concerns. She regularly updates her knowledge about child protection issues. The childminder effectively monitors children's development to maintain a good overview of their progress and identify quickly any gaps in their learning. She uses this information to plan carefully how additional funding can be used to meet children's needs.

Quality of teaching, learning and assessment is good

The childminder is skilled in helping young children progress well with their communication and language development. For example, she adjusts her use of language to challenge older children and provides supportive models for babies. The childminder gives careful thought to how she can support children's physical development. For example, babies enjoy dancing and balancing when the music stops and older children use their small-muscle movements to make collages with coloured rice. The childminder provides lots of opportunities for children to be creative. For example, children play imaginatively using role play equipment and enjoy exploring sounds with musical instruments.

Personal development, behaviour and welfare are good

The childminder is a positive role model and manages children's behaviour successfully. She is nurturing and affectionate and children develop close bonds with her. The childminder supports children's independence well and helps them become confident in their own abilities. For example, children learn to manage their personal care routines, dress in their outdoor clothes and enjoy helping to tidy up. The childminder supports children to gain a good understanding of healthy lifestyles. For example, she teaches children the importance of good dental care and about staying safe in the sun.

Outcomes for children are good

Children are happy and secure and become immersed in their learning. Older children are keen to share their good ideas for new games and activities and babies explore confidently, making choices in their play. Children progress well with their communication and language skills. Babies practise new sounds happily and are animated as they hold pretend conversations using telephones. Children develop good social skills, play together well and respect each other. This includes learning about their different places of worship and celebrations.

Setting details

Unique reference number	257239
Local authority	Dudley
Inspection number	1090457
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	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	16 February 2015
Telephone number	

The childminder registered in 1999 and lives in Wollescote, Stourbridge. She works all year round from 6am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The setting receives funding to provide free early education to two-, three- and four-year-old children.

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