

Childminder Report

Inspection date

22 May 2017

Previous inspection date

15 May 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children develop excellent social skills and play together happily. For instance, they organise their own team games sensibly, encourage each other and ensure that everyone has their turn. Their behaviour is superb.
- The childminder helps children to develop their independence exceptionally well and recognises when to stand back to allow children to complete tasks for themselves. For example, children prepare their own healthy snacks, help to set up the table for meals, and quickly collect everything they need when they decide to go outdoors.
- Partnerships with parents are strong. The childminder works closely with parents and uses a range of effective ways to engage them in their children's learning. For example, she provides parents with information to help them support their child's learning at home.
- The childminder uses effective systems for assessing children's progress. She has a good knowledge of children's interests and next steps and uses this successfully to move children forward in their learning.
- Children make good progress from their starting points and develop a broad range of skills that prepares them well for their future learning.

It is not yet outstanding because:

- At times, the childminder does not identify how children's learning can be extended further to help them make even better progress.

What the setting needs to do to improve further

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

- review planning to identify how children's learning can be extended further to provide additional challenge and help them make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection
- 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 works effectively in partnership with other settings that children attend. For example, they share information about children's progress and work towards the same learning goals. The childminder reflects on her practice accurately, makes ongoing improvements to the service she provides and is committed to improving her professional knowledge. She works closely with other childminders and carries out her own research to make improvements. For instance, she researched ideas to create learning opportunities to support children's mathematical understanding. 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 about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder is skilled in helping children to progress well with their physical development. For example, she encourages children to use tools, such as tweezers to move small objects and teaches them to hook ducks with a toy fishing rod. The childminder provides a wide range of opportunities for children to develop their understanding of the world. For instance, they observe the changes in beans they have planted, learn about animals and where food comes from. The childminder provides plenty of opportunities for children to explore their creative ideas. For example, children enjoy dressing up as different characters and making their own costumes.

Personal development, behaviour and welfare are outstanding

The childminder creates a highly stimulating learning environment with extensive opportunities and high-quality resources, allowing children to play, explore and make new discoveries. The childminder provides excellent opportunities to help children learn about staying safe. For example, she involves children in risk assessment as they prepare healthy snacks and discuss how chopping food, such as grapes can help prevent choking. The childminder prioritises children's emotional development and uses a range of highly successful strategies to support children through times of change. For example, she uses books and plans activities to sensitively help children to explore their thoughts and feelings when they have lost someone close to them.

Outcomes for children are good

Children explore their learning environment confidently and make choices about their play. They develop good communication and language skills and conversation flows naturally between children as they talk happily. Children progress well with their mathematical understanding. They learn to count accurately, recognise numbers and make simple calculations. They are keen to practise their early writing skills. For example, they decide to use water and brushes to write their names and draw pictures outdoors.

Setting details

Unique reference number	EY239074
Local authority	Walsall
Inspection number	1091496
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 9
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	15 May 2015
Telephone number	

The childminder registered in 2002. She operates from her home in Pelsall, Walsall. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The setting receives funding to provide free early education to children aged three and four years old.

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