

Childminder Report

Inspection date

23 November 2017

Previous inspection date

17 January 2014

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 observes children's individual interests and engages them in exciting activities based on these. She builds on their progress effectively, and children make good progress in preparation for the next stages in their learning.
- Children form close bonds with the caring childminder. They show that they feel secure and happy in her care and they enjoy involving her in their play. The childminder praises children and increases their confidence and good self-esteem. She manages children's behaviour in very positive ways. Children gain good independence in their self-care.
- The childminder is well motivated to make continuous improvements to her provision for children. She works well in partnership with other professionals to help her meet the needs of all children and to share ideas and good practice. The childminder shares information about children's progress with the other settings they attend.

It is not yet outstanding because:

- Although the childminder obtains some information about children from parents when they first start, she does not use the information she gathers to best support her when initially planning for children's future learning.
- The childminder reflects on her practice, although, at times, she does not use this to target more specific areas for professional development or review the impact of this on children's learning.

What the setting needs to do to improve further

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

- guide parents in sharing more initial information about their child to help establish clearer starting points
- strengthen self-evaluation even further to identify more specific areas for professional development and review the impact of this on children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She understands and implements rigorous procedures to help protect children. The childminder knows how to recognise and report a concern about a child or an allegation against herself. She supervises children vigilantly at all times and ensures her home is safe for children to use. The childminder monitors all children's progress well and works effectively with other early years professionals to support her practice.

Quality of teaching, learning and assessment is good

The childminder develops children's language and vocabulary very well. For example, she names objects in the books she looks at with children and asks them if they know the names of the fruits in the book. She says words clearly for children and encourages them to repeat them. Children are eager to try this and older children are making progress above typical levels in their language and communication skills. The childminder plans many exciting activities for children that encourage them to explore textures, such as shaving foam or cooked spaghetti. They solve practical problems well, such as when they arrange plastic crates and tree stumps to climb and balance on. Overall, the childminder plans focused next steps for each child, based on what she observes during their play. She weaves these skilfully into the activities she plans and into everyday routines. She uses varied questioning that helps children to recall their previous learning. For example, they talk about the leaves, conkers, fir cones and acorns they collected at the park. The childminder asks children if they remember what each one is called. She shows them a photograph of a hedgehog so children understand that the matchsticks they use in their collages represent the prickles. This also helps them to know where to stick the eyes.

Personal development, behaviour and welfare are good

Children settle quickly in the childminder's care. They develop good social skills and the childminder helps them to understand that they need to share the toys and books, and let other children take turns. For example, she helps children to take turns at posting shapes into the correct holes and waiting for other children to find the ones she asks for. Children enjoy outdoor play and develop their physical skills well. The childminder takes them on many trips, such as to explore and learn about the natural world, where they have plenty of space to run around. She prepares children well for their moves to nursery and school so they feel secure.

Outcomes for children are good

Children are eager and confident learners. They become absorbed in their play and concentrate well. They enjoy experimenting with glue to fix matchsticks to paper. They watch intently as the glue drips from the spreader and they move it in circular patterns to cover the matchsticks. Children try stabbing the glue onto the paper or dripping it to see which works best. Children show good understanding and follow instructions well, such as when the childminder asks young children if they can throw some pom-poms to her. They develop valuable skills for their future learning.

Setting details

Unique reference number	EY411632
Local authority	Solihull
Inspection number	1102267
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	4
Name of registered person	
Date of previous inspection	17 January 2014
Telephone number	

The childminder registered in 2010 and lives in Shirley, Solihull. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6 and she also holds qualified teacher status.

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