

Childminder Report

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| Inspection date | 10 January 2018 |
| Previous inspection date | 5 February 2013 |

| 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

- Children are at the heart of everything the childminder and her assistant do. The home is warm and welcoming. Resources are well presented to enable children to choose for themselves. Children are very happy, settled and show high levels of emotional well-being.
- The childminder is an excellent role model. She praises children's kindness and achievements and sets positive examples that help to foster their personal, social and emotional development.
- The childminder forms strong partnerships with parents. Open, two-way communication helps to promote a joint approach to children's care and learning. She welcomes information from parents to help identify children's starting points, and what they achieve at home to support their learning. Parents speak highly of the childminder.
- The childminder has established strong working partnerships with early years professionals and teachers from the local schools children attend. This helps to promote a more collaborative approach to children's learning and development.

It is not yet outstanding because:

- The childminder does not consistently support children to make choices about their play, particularly those children who prefer to learn outdoors.
- The childminder's professional development is not yet highly focused on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- make better use of the outdoor environment to support the continuing good progress of children who prefer to play and learn outside
- enhance professional development so that it focuses more specifically on developing the quality teaching to the next level.

Inspection activities

- The inspector observed the interactions between the childminder and children, and evaluated her teaching skills.
- The inspector spoke to the childminder, her assistant and children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents spoken to during the inspection and through the written feedback provided.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder promotes children's welfare. She and her assistant have a very good knowledge of their responsibilities to report safeguarding concerns, if these arise. They complete relevant training and have a detailed range of guidance around safeguarding and the wider issues. The childminder evaluates her practice and that of her assistant well and together they plan changes to the provision, such as purchasing new equipment to support children's learning and development. The childminder observes and monitors children's progress. Precise tracking enables the childminder to identify and address gaps in development. Children make good progress from their starting points.

Quality of teaching, learning and assessment is good

The childminder knows children well and uses observations and assessments to plan for their interests and what they need to learn next. The childminder enhances children's literacy and mathematics skills very well. She reads stories to them and encourages them to recognise numbers, shapes and colours. Children enjoy finding matching numbers on a road map, cars and garage. They count the number of cars and work out how many are left. Children have full access to many stimulating toys and books in the well-resourced playroom. The childminder helps children to settle quickly into routines that help them feel secure and confident. Motivating resources, such as sensory bottles, craft materials and construction toys, help to stimulate children's interest and concentration. Young children build towers and delight when they fall to the ground and say, 'again, again' as they rebuild it.

Personal development, behaviour and welfare are good

The childminder has an incredibly gentle and nurturing approach and children are extremely happy and secure in her care. The childminder and her assistant use a range of strategies to help children grow in confidence and to feel safe. Children behave well and respond positively to the childminder's instructions. They learn to share, take turns and socialise with other children while on outings in the local community. The childminder supports children to be independent and extend their self-help skills. Children wash and dry their hands and help the childminder with tasks, such as tidying away toys. Children develop healthy lifestyles. The childminder provides them with a range of healthy and nutritious snacks, as parents supply children's main lunchtime meal.

Outcomes for children are good

Children are enthusiastic and motivated learners, who are eager to participate in many activities and make good progress from their starting points. Children are confident and are developing the necessary skills for their future learning and the eventual move to school. Children develop good early literacy skills. They start to point to words as they listen to stories and enjoy making marks. Children develop their mathematical knowledge well as they count, sort and match objects.

Setting details

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| Unique reference number | EY452123 |
| Local authority | Sandwell |
| Inspection number | 1066227 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 10 |
| Total number of places | 6 |
| Number of children on roll | 12 |
| Name of registered person | |
| Date of previous inspection | 5 February 2013 |
| Telephone number | |

The childminder registered in 2012 and lives in Oldbury, West Midlands. She operates Monday to Friday, all year round from 7am to 6pm, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children. The childminder works with an assistant.

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