

Childminder report

17 Cartersfield Lane, WALSALL WS9 9EF



Inspection date	20 September 2018
Previous inspection date	3 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder is fully committed to her ongoing professional development, to extend even further her strong teaching skills. For example, recent training has helped her to enhance her expertise in supporting children who have special educational needs and/or disabilities.
- The childminder and her assistant use their good knowledge of how young children learn to respond skilfully to their spontaneous play ideas. The childminder gives careful consideration to how she can facilitate their learning indoors, to support their individual learning preferences.
- Children make good progress and gain a range of useful skills that prepares them well for their future learning and starting school.
- The childminder and her assistant support children's emotional well-being successfully. Children develop trusting and close relationships with them. They laugh as they enjoy playing fun games together. The childminder helps to prepare children for changes and supports them well through significant events in their lives.

It is not yet outstanding because:

- The childminder does not reflect precisely on the quality of teaching and learning, to secure the best possible learning experiences for children.
- The childminder does not make the best use of the outdoor provision to support the play and learning of those children who prefer to be outside.

What the setting needs to do to improve further

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

- reflect precisely on the quality of teaching and learning, to raise outcomes for children to the highest level
- enhance the experiences for those children who prefer to play and learn outdoors, to extend their learning 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, her assistant and children at appropriate times during the inspection, and carried out a joint evaluation of the teaching and learning with the childminder.
- 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 leadership and management is good

Safeguarding is effective. The childminder and her assistant know how to seek advice and the correct procedures to follow if they have concerns regarding a child's welfare. The childminder evaluates her provision carefully to ensure it meets children's needs. For example, she made changes to the range of resources available for children to use indoors, to support their creativity and thinking skills even further. The childminder works well in partnership with parents and other settings children also attend. She has frequent discussions with them about children's well-being and needs. This communication helps to support continuity in children's care and learning. The childminder provides her new assistant with good support, to ensure she is clear about her role and responsibilities.

Quality of teaching, learning and assessment is good

The childminder thoroughly monitors the progress that children make. She liaises with other professionals involved in children's development, such as speech therapists to plan activities that successfully target children's individual learning requirements. The childminder and her assistant help children to progress well in their communication and language. They recognise how to adapt their skilled interaction, to successfully support children at different stages of their development. Older children listen attentively and answer questions. They explain the meaning of words, such as a kitchen larder. Babies practise their sounds and follow simple instructions. The childminder provides children with good opportunities to investigate and make new discoveries. Older children persevere and solve problems as they complete stacking puzzles. Babies enjoy exploring a collection of reflective three-dimensional shapes.

Personal development, behaviour and welfare are good

Children make confident choices as they lead their play. The childminder values their ideas. For example, children are involved in planning the weekly food menu and vote for their favourite meals. Children benefit from nutritiously balanced meals and snacks. The childminder helps children to learn about staying safe. They learn how to cross roads and about being safe when using online devices. Children develop an understanding of the needs of others and about their local community.

Outcomes for children are good

Children have positive attitudes to learning and are well motivated. Babies are curious and explore confidently. Older children concentrate well. Children develop good literacy skills and enjoy exploring books. They talk about the characters and events in stories they enjoy. Babies learn how to handle books and turn the pages. Children have good imaginations. They decide to go on a boat journey to London and improvise with various props, such as pretending that cardboard tubes are oars.

Setting details

Unique reference number	EY360319
Local authority	Staffordshire
Inspection number	10066015
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	22
Date of previous inspection	3 November 2015

The childminder registered in 2007. She operates from 7.30am to 5.30pm, Monday to Friday, term time only. The childminder and her assistant both hold appropriate qualifications at level 3. The setting receives funding to provide free early education to children aged three years.

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