

Childminder report

Inspection date	10 October 2018
Previous inspection date	7 January 2013

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 offers a warm, welcoming and home-from-home environment. She is professional and organised. A range of policies and procedures underpins her good practice and helps to ensure she promotes children's welfare effectively.
- Children are very happy and confident in the care of the childminder. Relationships are very good. A gradual settling-in procedure that is agreed with parents to meet their child's individual needs helps children to feel emotionally secure.
- The childminder reviews her provision to drive further improvements. She meets regularly with other childminders and they share up-to-date information on early years practice. She also seeks the views of parents and takes account of their suggestions.
- Children enjoy their play and learning. They concentrate well and become engrossed in activities. The childminder encourages children to do things for themselves and to be independent and active. Children make good progress in their learning.

It is not yet outstanding because:

- The childminder does not consistently share regular information with parents about their children's identified next steps in learning, to help them to build on their learning at home.
- The childminder does not share precise information with other settings that children attend to help promote more continuity in their learning experiences.

What the setting needs to do to improve further

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

- provide parents with regular information about children's next steps in learning and how they can continue to support their child's learning at home
- enhance the links with staff at other settings that children attend and develop a more effective two-way flow of information regarding children's learning and development.

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 a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and sampled the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector checked the suitability of the childminder and members of the home.

Inspector

Trisha Turney

Inspection findings

Effectiveness of leadership and management is good

The childminder consistently reflects on and evaluates her provision. She sets targets to improve her setting further. For example, the outdoor area has recently been revamped and changes have been made to the way she records observations and assessments of children's learning. The childminder recognises the benefits of developing her knowledge of early years practice and is currently undertaking a degree level qualification in childcare. Safeguarding is effective. The childminder is aware of the procedures for identifying and responding to any concerns about a child's welfare. She carries out daily checks and thorough risk assessments of her home and garden to help to promote children's safety.

Quality of teaching, learning and assessment is good

The childminder knows the children she cares for very well. She accurately observes and assesses children's progress to identify their strengths and any gaps in their learning. She uses this information to plan a wide variety of challenging activities that supports children to continually build on their skills. The childminder supports children's understanding of mathematics well. For example, children enjoy sorting, counting and matching coloured bears. The childminder promotes children's early literacy skills well. For example, she encourages children to use rollers, brushes and chalk to make lines and patterns to develop their early writing skills. Children thoroughly enjoy spending time in the childminder's garden and explore a wide range of resources, such as sand, construction and role-play equipment.

Personal development, behaviour and welfare are good

Children develop close bonds with the childminder and enjoy playing in her bright and inviting home. The childminder adopts a positive approach to managing behaviour to help foster children's self-esteem. Children behave well. The childminder helps children to learn about healthy lifestyles. She provides nutritious meals and ensures children are physically active. Children follow hygienic routines. For example, they know to wash their hands after playing outside and explain that they do so to remove 'germs'.

Outcomes for children are good

Children are enthusiastic and active learners. They learn to manage their self-care needs independently and they make decisions about their play. Children express themselves well. They explore their senses and make marks in a variety of different media, such as foam and paint. Children develop good communication and language skills. They readily engage in conversations with the childminder and are confident to speak to unfamiliar adults. Children develop good skills in readiness for the move on to school.

Setting details

Unique reference number	EY448813
Local authority	Sandwell
Inspection number	10068779
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 January 2013

The childminder registered in 2012. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded education for two-, three- and four-year-old children.

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