

Childminder report

Inspection date	14 November 2018
Previous inspection date	2 October 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 seeks to improve her professional skills to benefit children. For example, she attends training events and exchanges good practice ideas with other childminders. Recent training helped her to extend further her understanding of supporting children who have special educational needs and/or disabilities.
- The childminder has a good understanding of how young children learn and uses her knowledge skilfully to help children to make good progress. She carefully monitors their development and uses this information to plan interesting activities to support the next steps in their learning.
- The childminder provides children with many opportunities to develop their mathematical understanding. Children learn to say number names in order and sort objects according to their colour. They learn about shapes and explore their properties, such as making circular actions.
- Children gain good social skills. They learn to share and take turns. They understand about friendships and express their feelings for people who are close to them.

It is not yet outstanding because:

- The childminder has not fully developed arrangements to exchange information successfully with other settings that children also attend.
- At times, the childminder does not consistently encourage children's imaginative play to support them to develop their ideas fully.

What the setting needs to do to improve further

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

- extend partnerships with other providers to further support the continuity of children's care and learning
- enhance opportunities for children to develop their imaginative play, to extend their creative ideas 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 and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector had a tour of 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 has a secure knowledge of how to keep children safe. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being. She makes careful risk assessments of her home and places they visit. The childminder reviews the quality of her provision and identifies ways to improve. She works well in partnership with parents and values their suggestions, such as using their preferred method of communication. She has frequent discussions with parents about their children's ongoing progress and well-being. This helps to support their continued learning at home well.

Quality of teaching, learning and assessment is good

The childminder supports children's communication and language development successfully. Children listen carefully to the childminder and respond confidently. They learn how to construct simple sentences, provide instructions and listen with interest to the sounds made by different percussion instruments. Children enjoy using props as they sing their favourite rhymes. The childminder provides children with a good range of activities to help them progress well in their physical development. Children concentrate as they carefully fill containers with dried pasta and rice. They practise actions to remove lids from containers, such as twisting and pulling.

Personal development, behaviour and welfare are good

The childminder helps children to develop their awareness of the wider community and the lives of people from around the world. This includes learning about different celebrations and visiting places in the local community. The childminder is a good role model and manages children's behaviour well. They receive effective guidance about appropriate behaviour and they behave well. They respond well to the praise they receive. Children develop an awareness of their own needs and how to manage these. For example, they know when they are thirsty and access their own drinks. The childminder recognises when to offer children additional challenge to increase their level of independence.

Outcomes for children are good

Children demonstrate a can-do attitude and are motivated to play, explore and to make new discoveries. They develop their understanding of the world, such as learning about the different parts of the body and the natural world. Children gain good levels of emotional security and explore their feelings as they go through times of change in their lives. They are happy and form trusting relationships with the childminder. Children gain a broad range of useful skills that prepares them well for the next steps in their learning and eventual move on to school.

Setting details

Unique reference number	255109
Local authority	Sandwell
Inspection number	10071881
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 October 2015

The childminder registered in 1996. She operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She receives early years government funding for three-year-old children.

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