

# Childminder report

<b>Inspection date</b>	22 November 2018
Previous inspection date	9 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### **This provision is good**

- The experienced and friendly childminder provides a welcoming, homely environment where children are happy, confident and settle quickly.
- The childminder is a good role model and children form strong relationships with her. Children thoroughly enjoy their time in the childminder's home and demonstrate good levels of self-esteem.
- Children have plenty of opportunities to develop independence. The childminder routinely encourages them to take responsibility for age-appropriate tasks.
- The childminder monitors children's achievements accurately. She knows children very well and puts targeted plans in place to help them to achieve their next steps in learning. This helps children to make good progress.
- The childminder regularly evaluates her practice and considers the views of parents and children to help drive further improvements.
- Children develop strong physical skills. For example, they use their hands and fingers to manipulate dough and use their whole bodies to skilfully manoeuvre wheeled toys around obstacles.
- The childminder has not focused her professional development on raising the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- sharpen the focus on developing knowledge and skills further, to raise the standard of teaching to a consistently higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder and members of the home.
- The inspector took account of parents' views from their written comments.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is fully aware of the procedure to follow if she has any concerns about the safety or welfare of a child in her care. She refreshes essential elements of her training, helping her to extend her knowledge about current aspects of child protection. The childminder keeps up to date with good childcare practice, for instance, through links with other childminders. She establishes good links with other professionals, including staff at other settings that children attend, to help improve outcomes for children. The childminder shares her policies and procedures with parents, which provides them with the reassurance that their children are safe and well cared for. Parents are extremely satisfied with the information the childminder shares with them and with the quality of care and learning their children receive.

### Quality of teaching, learning and assessment is good

The childminder interacts purposefully with children as she joins in with their play. She skilfully challenges children through effective activity planning and through questioning which promotes opportunities for problem solving. For instance, children work out through trial and error which boxes will fit together to build a tower. Young children initiate fun interactions with the childminder, demonstrating how relaxed and happy they are. For example, they delight as they knock down the towers they have built and encourage the childminder to join in. As a result, the childminder and children are soon laughing and giggling together. The childminder promotes children's mathematical skills well. For example, she models language about quantity, size and shape as children play. The childminder places a high priority on children's communication and language skills. She talks to children, offering commentary and repeating and extending what they say.

### Personal development, behaviour and welfare are good

The childminder is kind and caring. She creates a warm, friendly environment where children thrive. The childminder offers flexible settling-in sessions when children join her. She obtains valuable information from parents about children's likes, dislikes and development. This means she is able to meet children's needs from the outset. The childminder reinforces behavioural expectations. She talks to children about sharing and taking turns. Children behave well. The childminder arranges frequent visits in the local community. For example, they visit playgroups, soft-play centres and parks, which helps children to develop social skills and learn about the wider world.

### Outcomes for children are good

Children make good progress from their starting points. From a young age they are keen, enthusiastic learners who enjoy challenge and persevere with simple tasks. Children develop good self-care skills. For example, they learn to wash their hands, wipe their noses and put tissues in the bin. Children are very well prepared for the next stage in their learning, including the move on to pre-school or school.

## Setting details

<b>Unique reference number</b>	EY436334
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10070031
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 March 2015

The childminder registered in 2011 and lives in Birmingham. Funding for early education is available for two-, three- and four-year-old children. The childminder operates on Monday, Tuesday and Thursday from 7.30am to 5.30pm and from 7.30am to 9am on Friday.

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