

# Childminder report

<b>Inspection date</b>	28 November 2018
Previous inspection date	22 May 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 childminder is kind and caring. Children are very happy and thrive in her warm and welcoming home. The childminder successfully promotes children's emotional well-being. Children form strong bonds with the childminder and each other.
- The well-qualified childminder has a good understanding of how children learn through play. She offers children a variety of experiences and uses their interests effectively to support their learning. Children make good progress.
- Children demonstrate excellent manners and behave well. The childminder is a positive role model who shares her clear expectations for good behaviour. She speaks calmly and kindly to children and helps them to learn about good manners, sharing and taking turns.
- The childminder promotes children's speaking and listening skills well. She models conversation and uses singing to encourage children to use their voices. Babies respond to the childminder's voice and make sounds themselves.
- The childminder has a good understanding of the quality of her provision. She uses self-evaluation to plan for improvements and considers how changes may help children. She seeks the views of parents and they comment positively about the service provided.
- The childminder does not gather precise information from parents about what children already know and can do when children first join her setting.
- The childminder does not consistently promote opportunities for children to learn about people and communities beyond their immediate experience.

## What the setting needs to do to improve further

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

- gather more detailed information from parents when children first start attending, so that their prior achievements can be considered fully when assessing their starting points in learning
- develop practice that helps to promote children's understanding of diversity beyond their immediate family and culture.

### 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 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

The childminder has the required policies and procedures in place. She implements these well to ensure the safe day-to-day running of her practice. The childminder makes sure she attends mandatory training and uses other opportunities, such as meetings with other childminders, to keep her knowledge current. Safeguarding is effective. The childminder has a good knowledge of the safeguarding procedures and is very clear about her role in reporting any concerns about the welfare of a child. She knows the individual learning needs of children well. The childminder tracks children's progress and addresses any emerging gaps in their learning successfully. She has established good partnerships with parents. The childminder keeps them well informed about their child's time with her and the progress they are making.

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

The childminder gives children time to explore and make their own choices in their play and learning from the good range of resources available. The childminder knows when to step back and allow children time to complete tasks themselves. For example, children enjoy playing with trains and train tracks. They persevere to connect the pieces together. This helps them to develop their problem-solving skills and concentration. The childminder provides lots of opportunities for children to make marks. For example, children thoroughly enjoy using their hands, fingers and brushes to mix paints as they create their own pictures. The childminder provides activities for children to practise their small-muscle skills. For example, young children are encouraged to post shapes in sorting boxes. Children are beginning to recognise shapes and demonstrate good hand-to-eye coordination.

### Personal development, behaviour and welfare are good

The childminder sets clear boundaries to promote positive behaviour and has basic rules, such as 'kind hands', that children follow. Regular praise and rewards, such as colourful stickers, help to reinforce good behaviour and raise children's self-esteem. The childminder promotes children's good health well. Children eat a balanced variety of foods in line with their specific dietary needs. The childminder takes children on visits in the community to encourage them to mix with other children and to develop their social skills. For example, they enjoy regular visits to the local park, library and playgroups.

### Outcomes for children are good

Children are enthusiastic and excited learners. The youngest children develop good physical skills and are beginning to take their first steps. Older children demonstrate emerging mathematical understanding. They use language relating to shape, number and size as they play. Children show high levels of confidence in speaking and listening. They complete simple tasks, such as tidying away toys when they have finished playing with them. All children make good progress from their starting points and are working within the typical range of development for their age. They are acquiring the skills they need for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY464429
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10070036
<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>	0 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	22 May 2015

The childminder registered in 2011 and lives in Birmingham. The childminder has an appropriate early years qualification at level 3. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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