

Childminder report

Inspection date	29 November 2018
Previous inspection date	9 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 qualified and experienced childminder has worked hard since her last inspection to address weaknesses in practice. For example, she has improved her knowledge of the learning and development requirements by gleaning information from other childminders and the early years support team.
- The childminder knows children well and understands how they learn and develop. She provides good opportunities for children that follow their interests. Children are successfully engaged and motivated to learn. For instance, they respond positively to story time with the childminder who uses props linked to the story. They listen well and talk about what might happen next.
- Children are happy, secure and settled in their environment. They demonstrate good levels of confidence and have a positive relationship with the childminder. This supports their emotional well-being and they make good progress in their learning.
- The childminder has developed good relationships with parents. She knows the families well and regularly maintains a daily exchange of information regarding children's care and developmental needs. This helps to ensure a consistent approach.
- Self-evaluation is effective, identifies the strengths of her provision and aspects the childminder would like to improve. The childminder receives complimentary feedback from parents about the care she provides and the progress their children make.
- The childminder does not use assessment effectively to track children's achievements clearly enough to recognise what progress has been made, or to identify any gaps in their learning.
- The childminder has not developed an ambitious programme to continually improve her professional knowledge aimed at achieving exceptional outcomes for children.

What the setting needs to do to improve further

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

- make more effective use of assessment to track children's progress, to recognise and close any gaps in their learning and to plan accurately for the next steps in their learning so that they make rapid progress
- establish a targeted plan for continual professional development to enhance teaching and learning to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands how to swiftly identify and report child protection concerns, including the wider safeguarding remit. She has a detailed written safeguarding policy and this is informed by advice from the Local Safeguarding Children Board. The childminder creates a safe environment for children. She checks her home every morning prior to children's arrival and takes steps to minimise any risks. The childminder regularly talks to parents about their children's achievements. She shares learning records and helps parents to support their children's learning at home. Parents and carers are very pleased with the quality of the provision and the care their children receive. The childminder has established good links with other early years providers and local schools and shares information about children's interests and learning needs. She regularly obtains the local school newsletter to know what children are doing and to complement their learning.

Quality of teaching, learning and assessment is good

Children play in a designated room where they access a good range of toys that are easily accessible. This helps them become independent as they follow their own interests choosing what they want to play with. The childminder supports children's language development well. Children enjoy interacting with the childminder as they play with dough. They mould it, pat it and roll it and use a range of objects to cut out animal shapes. The childminder teaches children colour names and supports them to count to ten and beyond. She offers clear explanations about how to use different equipment, such as rolling pins, cutters and a shape press as they make wriggly worms. Children enjoy being creative, for example, they decorate snails with glitter, shiny objects and googly eyes.

Personal development, behaviour and welfare are good

The childminder regularly praises children, which promotes their emotional well-being effectively. She is a good role model who is calm, kind and reinforces good manners. Children develop a good understanding of their local community and the wider world. For instance, they visit the library and enjoy regular weekly trips to different playgroups where they have opportunities to socialise with children in larger groups. The childminder successfully supports children's physical skills as they play in the garden or attend trips to local parks and play areas. She ensures that children learn about their own safety. Children learn how to cross roads safely on their way to and from school and how to evacuate the house in the event of a fire. Children develop an awareness of healthy lifestyles. The childminder provides them with a range of healthy and nutritious snacks.

Outcomes for children are good

All children progress well from their starting points. They gain the skills they need to help them with the next stage in their learning and their eventual move on to school. Children develop good early literacy skills. They start to point to words as they listen to stories and enjoy making marks as they draw and colour in pictures. Children develop their mathematical knowledge well. They count, sort and match objects.

Setting details

Unique reference number	268314
Local authority	Sandwell
Inspection number	10084775
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	9 November 2017

The childminder registered in 2001. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

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