

Childminder report

Inspection date	4 December 2018
Previous inspection date	11 June 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	2 1
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 committed to keeping her professional skills up to date. For example, she exchanges good practice with other childminders and attends training. Recently, she has been extending her knowledge in supporting children's communication and language development.
- The childminder is skilled in helping children to gain confidence in their own abilities and independence. Children help eagerly with everyday tasks and routines, such as dressing and undressing in their outdoor clothes, helping to tidy up and manage their personal needs.
- The childminder provides children with a stimulating learning environment that motivates them to play, explore and learn. They make good progress and gain a secure foundation for their future learning and starting school.
- The childminder monitors children's progress carefully and identifies how to help each child in her care to achieve the next steps in their learning. She recognises how to adapt activities to accommodate the needs of the youngest children.
- At times, the childminder does not identify how children's learning can be extended even further to encourage them to investigate and develop their critical-thinking skills.
- The childminder sometimes limits the opportunities for children to explore their own creative ideas.

What the setting needs to do to improve further

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

- increase opportunities for children to solve problems for themselves to support their thinking skills even further
- review and extend opportunities for children to generate and use their creative ideas.

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 is clear and confident about her role in ensuring children's safety and welfare. She updates her knowledge of safeguarding practice and knows who to contact in the event of a concern about a child. The childminder demonstrates a strong commitment to providing good-quality care and learning for all children. She reflects on her practice and evaluates her provision to identify and address areas for further improvement. The childminder works closely with parents. For example, she provides them with ideas to support their child's continued learning at home. She exchanges relevant information with staff from other settings where children also attend to ensure continuity in their care and development.

Quality of teaching, learning and assessment is good

The childminder is skilled in helping children to develop their communication and language. Children explore the meaning of new words and vocabulary, such as talking about words they find amusing. They use language confidently to express themselves. For example, they sprinkle glitter and comment on how 'it looks like rain'. Children benefit from opportunities to practise their physical skills. These include using tools, such as scissors, enjoying nature walks and exploring play equipment in the local parks. The childminder supports children's literacy skills well. Children enjoy sharing books and recalling story details. They practise their writing skills eagerly.

Personal development, behaviour and welfare are good

Children have many opportunities to learn about the wider world. For example, they take part in events at local groups. This helps them to learn about their community and build their confidence as they socialise with their peers. The childminder supports children's emotional security well. She helps raise children's self-esteem and confidence, and children enjoy the warm praise they receive for their achievements. The childminder is nurturing and kind and children form strong bonds with her. She helps children to recognise why something may be unsafe and what action they need to take, such as practising fire drills and road safety. Children learn about making healthy food choices and limiting sweet treats.

Outcomes for children are good

Children demonstrate positive attitudes to learning. They make connections from their own experiences, such as caring for baby dolls and talking about shopping trips. They ask questions to deepen their understanding and to clarify the meaning of language. Children develop their mathematical understanding and talk about shapes they see. They explore simple calculations, such as finding out how many more objects they will need to make a total. Children gain an understanding of the natural world and talk about rainbows.

Setting details

Unique reference number	EY334925
Local authority	Dudley
Inspection number	10083145
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 15
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 June 2014

The childminder registered in 2006. She operates all year round, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The childminder receives funding to provide free early years education to four-year-old children.

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