

Childminder report

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| Inspection date | 20 December 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
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| 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 reviews the provision effectively and identifies aspects of her practice to develop further. For example, she has made changes to the way she gathers information from parents regarding children's starting points. She has successfully developed a good partnership with her co-childminder.
- The childminder uses her good observations of children's play and learning to adapt activities and build on their spontaneous play ideas and interests. She successfully motivates children to play and explore. Children make good progress and are well prepared for starting school.
- The childminder supports children's literacy skills well. Children eagerly make marks using a range of mediums, such as drawing and painting. They give meaning to their marks and talk about what they have drawn.
- The childminder provides children with effective support and guidance to help them learn to manage their feelings and behaviour. Children learn to share, take turns and play happily alongside their friends.
- At times, the childminder does not identify opportunities to offer even greater challenge to children to extend their learning further.
- The childminder is not fully successful in encouraging all parents to contribute information about their children's achievements at home, to support further the assessment of their progress.

What the setting needs to do to improve further

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

- identify how children's learning can be extended even further to provide additional challenge and help them to achieve the highest levels of learning
- develop further the good partnerships with parents to include them more fully in children's assessments, and encourage them to share information about their child's achievements at home.

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 viewed 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 knows how to seek advice and understands the correct procedures to follow if she has concerns regarding a child's welfare. She is committed to improving her personal effectiveness and professional skills. Recent training has helped her to extend her understanding of tracking children's progress and the assessment of two-year-old children. The childminder understands the importance of working with staff from other settings that children also attend, to exchange information about children's care and development. At times, the childminder works with an assistant and ensures that they understand their role and responsibilities.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress carefully and successfully identifies the next steps in their learning. She supports children's physical development well. For example, she encourages babies to crawl and negotiate obstacles, such as a small step. They enjoy crawling through tunnels and practising their standing. The childminder provides children with a range of good opportunities to develop their understanding of the world. Children enjoy exploring sensory substances, such as water, gloop and jelly. They focus well as they scoop the substances using spoons and mix them together. They gain an understanding of seasonal changes and explore the local environment.

Personal development, behaviour and welfare are good

Children enjoy a warm, caring relationship with the childminder. They are happy, secure and enjoy the time they spend with her. Children are motivated to make choices in their play and access resources independently. They learn to manage their personal care routines and gain good levels of independence, such as blowing their nose and washing their hands. Children show an awareness of their needs and lie down when they are ready for a rest. The childminder provides them with regular opportunities to be physically active and they benefit from nutritious food, snacks and drinks. Children learn about communities beyond their immediate experience and about the different ways that people celebrate special events.

Outcomes for children are good

Children gain good levels of confidence and self-esteem and take pride in their achievements. For instance, they decide to display their artwork on the wall. Children progress well with their communication and language. Older children begin to form short sentences. Babies listen attentively and respond showing their understanding. For example, they talk about the different parts of their bodies and tickle their tummy and nose. They make their wishes known clearly and confidently using gestures and sounds.

Setting details

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| Unique reference number | EY556980 |
| Local authority | Birmingham |
| Inspection number | 10089196 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 10 |
| Total number of places | 12 |
| Number of children on roll | 16 |
| Date of previous inspection | Not applicable |

The childminder registered in 2018. She operates all year round from 7.15am to 6.15pm, Monday to Thursday, and from 7.15am to 5pm on Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and an assistant. The childminder holds a relevant early years qualification at level 3. She receives early years funding to provide free education to three- and four-year-old children.

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