

Childminder report

Inspection date	14 January 2019
Previous inspection date	15 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 provides a homely and well-organised learning and play environment to meet children's needs. Children form good relationships with the childminder and happily move around the designated playroom. Children choose what to play with from the very good range of resources available for them to access independently.
- The childminder knows the children well and understands how they learn and develop through play. She provides good opportunities for children that follow their interests. Children are successfully engaged and motivated to learn. For instance, when they sort shapes to create a person.
- The childminder supports children's emotional well-being effectively. Children develop strong bonds with the childminder. She is caring and attentive to children's needs and this helps them to settle quickly and enjoy their time in her care.
- Children behave well. They listen to the childminder and respond well to her high expectations and the boundaries she sets. They learn to control their feelings and emotions and follow routines well. For example, children help when it is tidy-up time.
- The childminder makes effective use of evaluation and reflection to help her identify her strengths and weaker areas of her practice. She gleans good practice from other childminders and seeks the views of parents through questionnaires.
- The qualified and experienced childminder is passionate about her role in the lives of young children. She works closely with other settings that children attend. There are very effective processes in place to ensure consistency and continuity in children's care and learning with these settings.
- The childminder has not fully developed assessment routines to help her check on the early progress of children's learning more closely.
- The childminder has not fully considered ways to review her ongoing professional development and help raise the good-quality teaching to an even higher level.

What the setting needs to do to improve further

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

- improve assessment routines further to help identify as early as possible where children might make quicker progress in their learning
- extend professional development to increase the potential to deliver the highest-quality provision and excellent outcomes for children.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector spoke to the childminder and children during the inspection.
- The inspector looked at children's records, policies and procedures and evidence of the suitability of the childminder and other adults in the household.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has robust policies and procedures to keep children safe and well. She is confident in describing the signs that may cause her to be worried about a child's welfare. She is clear about the action she would take in these circumstances. Safeguarding information is displayed and shared with parents to ensure they know about their own responsibility to keep children safe. The childminder takes positive action to minimise risks to children on the premises, in the garden and when she takes them out. This ensures children play and learn in a safe environment.

Quality of teaching, learning and assessment is good

Children benefit from being able to make choices about their play and the childminder ensures learning is continuous as she follows their lead. The childminder supports children's language development well. For instance, children enjoy the positive interactions with the childminder as they design a figure of a person using paper plates. Children confidently name colours and shapes and use these to make the features, such as the eyes and nose for their characters. Children enjoy building with bricks and manipulating with dough as they create interesting objects. The childminder completes regular observations on the children. Their learning journals show the many art and craft activities they engage in and places they visit. The childminder shares these with parents and keeps them informed about their children's progress.

Personal development, behaviour and welfare are good

Children build positive relationships with the childminder and their peers and are emotionally secure. Children regularly visit toddler groups, so they make friends with children of different ages and develop good social skills. The childminder helps children to develop positive behaviour and good manners. She sets simple boundaries, such as sharing and taking turns, and gives children clear expectations. Warm praise from the childminder helps raise children's self-esteem and confidence, especially when they use their good manners without being prompted. There are opportunities for children to enjoy physical exercise during the day. The childminder makes good use of amenities in the local area, such as farms, parks and meeting up with local childminders at groups. She plans a range of activities that help children learn about the wider world beyond their own community. Children engage in celebrating festivals throughout the year. They know how to keep themselves safe and practise regular fire drills, as well as road safety.

Outcomes for children are good

Children develop the skills they need to prepare them for the next stage in their learning, such as school. Children develop an understanding about a wider society and learn to consider the needs of others in their play. They develop good mathematical skills as they count and learn colours and shapes. Children learn to recognise and write their name. They choose and select resources for themselves and learn to manage their self-care needs independently.

Setting details

Unique reference number	405337
Local authority	Birmingham
Inspection number	10069986
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 May 2015

The childminder registered in 2000 and lives in New Oscott, Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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