

Childminder report

Inspection date	16 January 2019
Previous inspection date	29 September 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 is very experienced and qualified. She has a very good knowledge of how young children learn and develop. The childminder uses her good teaching skills to motivate and keep children interested as they play, helping them to be successful learners.
- Children are happy and enjoy their time with the childminder. She has a lovely rapport with the children and knows them well. The childminder is friendly and attentive to their individual needs. She supports children's emotional well-being successfully.
- Children's physical development is promoted well. The childminder provides opportunities for children to enjoy fresh air and exercise daily. She organises regular outdoor activities, such as visits to local parks and meetings with other childminders. This helps children to develop good social skills.
- The childminder provides good support for children's transitions and changes to their routine. Children enjoy regular opportunities to attend stay-and-play sessions. The childminder plans regular weekly visits and walks in the community.
- Partnerships with parents are strong. The childminder ensures they are kept very well informed about every aspect of their child's day. For example, she shares children's learning journals with parents to support and extend children's learning at home. Parents speak highly of the childminder. They say their children are extremely happy and enjoy their time with her, and that she goes above and beyond what is required in all aspects of children's care.
- The childminder has not fully developed assessment routines to help check on the early progress of children's learning more closely.
- The childminder does not yet focus sharply enough on her professional development to raise the quality of her provision to the highest 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 the focus on professional development to raise the good-quality teaching to the next level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- 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 took account of the views of parents by reading references.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures that her safeguarding knowledge is current, for example through completing training and accessing information online. She is aware of the signs of abuse and neglect, and her duty to prevent children being drawn into situations that put them at risk. The childminder knows the local referral procedures to follow if she is concerned about a child. The premises are safe and secure, and the childminder completes daily risk assessment checks on the premises. She ensures children understand about their own safety and practises road safety with them. The childminder understands the importance of sharing information with other settings children attend. This helps her provide a consistent approach to children's learning and development. She finds out what children have done each day to follow their interests and the themes that are being covered in school.

Quality of teaching, learning and assessment is good

The childminder has a kind and caring approach and interacts purposefully with children during their activities. She provides a good balance of adult-led activities and opportunities for all children to spontaneously engage in their own play. For example, young children enjoy painting with cars and trucks and the childminder encourages them to learn colours. Young children like to explore and investigate a good range of resources appropriate to their age. They press buttons on musical toys to create sounds and the childminder encourages them to make the sounds of the animals. The childminder supports children well with their early communication and language skills. She talks to them as they play, asking questions and encouraging them to sing along to familiar songs and rhymes. The childminder finds out about children's routines from parents and follows these, such as when children need a sleep during the day.

Personal development, behaviour and welfare are good

The childminder promotes children's personal, social and emotional development effectively. The childminder is a good role model and she supports children to learn social skills, such as sharing and taking turns. She praises children warmly and speaks to them in a calm manner. Children develop a good understanding of their local community. They visit places of interest and take regular trips to different playgroups. This provides opportunities for children to socialise with their peers in larger groups. The childminder provides children with healthy snacks and regular drinks as parents provide children with their main meals. She ensures children understand about their own safety. Children regularly practise fire drills and the childminder talks to them about what could happen if they climb on furniture.

Outcomes for children are good

Children are making good progress and gaining the necessary skills to be ready for school or the next stage of their learning. Children are independent and make decisions about their play and the activities in which they participate. Children learn about their local community on outings and begin to understand about the needs of others. Children learn to be tolerant towards those who hold different ideas and beliefs to their own. For example, children learn about cultural festivals and celebrations from around the world.

Setting details

Unique reference number	254971
Local authority	Sandwell
Inspection number	10071879
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 September 2015

The childminder registered in 2000 and lives in Oldbury, West Midlands. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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