

Childminder report

Inspection date

2 April 2019

Previous inspection date

4 October 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

- Children are happy and enjoy their time with the childminder. He has a lovely rapport with the children and knows them well. The childminder is friendly and attentive to their individual needs and children warm to him. This supports children's emotional well-being successfully.
- The childminder understands how children learn and develop. He provides good play and learning 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 and use picture cards to make up their own stories.
- The childminder completes regular observations of children's learning. He carries out assessments and monitors progress to ensure children are moving forward in their development. For example, written learning journals tell the story of a child's educational journey from their starting points and their transition to school.
- Children have many opportunities to learn about healthy lifestyles. They know they need to wash their hands at appropriate times, such as before meals. Parents provide healthy meals and snacks for their children and the childminder takes children out regularly to local parks and play areas.
- The childminder completes regular risk assessments of the places he takes children and ensures their safety is his highest priority. He also checks his home daily for risks and ensures rooms children cannot access are locked.
- Parents speak highly of the childminder. They comment that they are so lucky to have found him. However, he has not been highly successful in encouraging all parents to share information about their children's achievements at home to include this in the assessment and planning process.
- The childminder has not developed an ambitious programme to continually improve his 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:

- gain even more information from parents about children's achievements at home and include the information obtained in the assessment and planning process
- 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 and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the children and parents during the inspection.
- The inspector took account of the views of parents through the online feedback provided.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including evidence of the suitability of the childminder and all persons living at the premises.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

The experienced childminder has worked hard since his last inspection to address weaknesses in practice. For example, record keeping has improved, including detailed records of children's attendance and any medication he administers. Safeguarding is effective. The childminder has kept up to date with new child protection guidance. He has a clear understanding of how to identify signs that a child is at risk of harm. The childminder knows the correct procedure to follow to help assure children's welfare. The childminder regularly evaluates his practice, enabling him to reflect on his strengths and areas he would like to develop further.

Quality of teaching, learning and assessment is good

The childminder closely monitors the progress that children make. He identifies what children need to learn next, tracks their progress and shares the information with parents. The childminder has a kind and caring approach and interacts purposefully with children during their activities. The childminder supports children's early literacy skills well. For instance, he encourages children to learn the letters of their name and to label their work, which children take pride in doing well. Children's love for books is enhanced as they read stories and talk about what will happen next. The childminder supports children's language development well. For instance, he talks to them and questions them skilfully as they play. Children enjoy interacting with the childminder as they play imaginative roles. The childminder dances around with children as they act out Swan Lake and Cinderella, while the soft toys become the audience.

Personal development, behaviour and welfare are good

The childminder teaches children about managing their own risks and keeping themselves safe. Children have many opportunities to learn about their own safety. For example, the childminder talks to children about road safety and stranger danger and what to do if they become lost. Children also confidently show visitors how to 'drop and roll', close the door and phone 999 if there is a fire. The children are extremely well behaved and display friendly behaviour towards visitors and to the childminder. The childminder helps children to develop respect for others. For example, they enjoy learning about different cultural celebrations from around the world. The childminder also values their home experiences. Children talk about going on tours with their parents and watching ballet performances. This helps to promote a positive self-image.

Outcomes for children are good

Children are working well above expected levels of development for their age. They are confident and self-assured. Children are eager to participate and this positive attitude creates a secure foundation for future learning. Children develop independent self-care skills, such as toileting. Children write for a purpose and confidently write their name, numbers and simple words. They competently count objects and know what number comes next. Children are confident to communicate their needs and ideas and create role-play themes that link to their interests, such as acting and dancing.

Setting details

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|------------------------------------|---|
| Unique reference number | EY447857 |
| Local authority | Birmingham |
| Inspection number | 10084761 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 3 - 3 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Date of previous inspection | 4 October 2017 |

The childminder registered in 2012 and operates from 6am to 7pm on Monday to Sunday, all year round. The childminder provides funded early education for three- and four-year-old children.

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