

# Childminder report

<b>Inspection date</b>	11 April 2019
Previous inspection date	12 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The childminder does not always focus well enough on making sure that all the assistants have a robust understanding of their roles and responsibilities. Some assistants are less confident of the childminder's safeguarding policy, with particular regards to the wider safeguarding issues.
- The childminder does not consistently use children's assessment information to precisely target their next steps in learning.
- The childminder does not consistently support children to learn what is expected of them and why it is important. At times, she does not provide clear messages about rules and boundaries.

### It has the following strengths

- Children understand the benefits of living healthy lifestyles. The childminder offers nutritious meals and snacks to promote healthy eating habits. She provides daily opportunities for children to play outdoors in the fresh air.
- Resources and activities are of good quality and easily accessible to children. Children freely explore the well-organised and homely environment with confidence. They make independent choices in their play. Children make good progress in their learning.
- The childminder places a good focus on supporting children's emerging literacy skills. For example, she encourages them to repeat familiar words and provides print within the environment to help children understand that written words carry meaning.
- The childminder aspires to improve the quality of her provision. She attends training and takes advantage of the online forums to help ensure that she is up to date with changes. This has a positive impact on the learning experiences that children receive.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
embed current arrangements for supervision of the assistants and give them the support, coaching and training they need to develop knowledge and confidence in their roles and responsibilities	30/04/2019
ensure all assistants are equally confident in their knowledge and understanding of the wider safeguarding issues.	30/04/2019

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

- use assessment information more precisely to target the next steps in children's learning to help them make even better progress
- provide even more support to help children understand the consequences of their behaviour and the impact this can have on themselves and others.

### Inspection activities

- The inspector had a tour of the premises with the childminder. The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, her assistants and the children at appropriate times during the inspection.
- The inspector looked at a range of documents and checked the suitability of all persons living and working in the premises.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the views expressed in written correspondence.

**Inspector**  
Rupinder Phullar

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder is alert to the possible indicators of abuse and knows what action to take if she has any concerns about a child's welfare. She has an up-to-date safeguarding policy and procedures in place with guidance of how to report allegations. Since the last inspection, the childminder has received some support from the local authority to improve her practice. However, the impact of this is not fully embedded in some areas of her provision. Overall, the assistants are knowledgeable about the procedures they need to follow should they have a concern about a child, although they are less confident in sharing details of the wider safeguarding issues. The childminder conducts supervision meetings with her assistants. At times, these are not thorough enough to ensure that her assistants are confident and knowledgeable about the setting's safeguarding policy. However, the childminder does use supervisions to help her assistants to improve planning, such as for the day-to-day needs of children. These have a positive impact on the experiences that children receive.

### Quality of teaching, learning and assessment is good

The childminder knows what children can do and what they need to learn next. She fosters children's imaginative play well. The childminder joins in by skilfully asking questions, modelling good use of language and repeating what children say. They take part in singing and dancing activities. Children gain the confidence to share their views and experiences creatively. The assistant effectively supports children's understanding of mathematical concepts. For example, as children play with measuring tapes, they learn to organise and categorise objects, and recognise size and shape. Their physical coordination develops as they practise skills, such as reaching high and standing on their toes. The childminder shares information with parents about their child's day. She shares ideas of activities to help parents become involved in their child's learning.

### Personal development, behaviour and welfare require improvement

Weaknesses in some aspects of leadership and management mean that children's well-being cannot always be assured. Having said this, the childminder and her assistants are vigilant about child safety issues. They supervise children while they are in their care. All adults speak to children in a respectful way and encourage them to use good manners. Children build positive relationships with the adults and each other. At times, the childminder misses opportunities to provide clear guidance to help children to fully understand the reasons for her expectations.

### Outcomes for children are good

Children are curious and eager to explore their environment and take part in their learning. They are sociable and good communicators. Children successfully recall events in their lives and talk about people who are familiar to them. For example, they send bubbles to their family members. Children have plenty of opportunities to make marks using a variety of tools, such as chalk and coloured pencils. They enjoy painting and building constructions with blocks. Children are making good progress from their individual starting points in readiness for school.

## Setting details

<b>Unique reference number</b>	EY388058
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10085327
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	10
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	12 June 2018

The childminder registered in 2009 and lives in the Northfield area of Birmingham. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and she works with assistants.

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