

Childminder report

Inspection date	7 June 2019
Previous inspection date	10 September 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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

- Teaching is strong. The childminder makes accurate assessments of each child and is familiar with their developmental stage. She uses what she knows about each child, along with children's interests, to plan an exciting range of activities. She has a good range of resources that engage children, and ignite their thirst to learn.
- Children's emotional well-being is a high priority and the childminder forms close, nurturing bonds with the children. She is particularly skilled in supporting the youngest children, and provides physical care and reassurance throughout the day, so that children are settled and comfortable in her care.
- The childminder is aware of her responsibilities to ensure that children play safely in the environment. She makes daily checks to minimise any risks to children. The premises are well-maintained and organised. Children make some choices about their own play and learning.
- Children's behaviour is good. The childminder gently reminds children about being kind and thinking about the feelings of others as they play. From an early age, they receive positive praise and reassurance that teach them what behaviour is acceptable. Children begin to develop an understanding of simple rules.
- Although the childminder introduces early mathematics in children's play and learning, she has not yet considered the importance of teaching children numbers from nought, to allow children to develop an understanding of the value of all numbers.
- Occasionally, the childminder does not make the most of modelling sounds so that children make the best possible progress in early language.

What the setting needs to do to improve further

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

- build further on children's mathematical abilities by providing more opportunities to recognise all numbers
- further develop children's identification and recollection of sounds to support their emerging vocabulary.

Inspection activities

- The inspector spoke with the childminder and children present, and observed their interactions throughout the inspection.
- The inspector looked at a range of documentation, including learning journals, records of assessment, a sample of policies and evidence of suitability checks.
- The inspector observed the quality of teaching during the inspection and evaluated the impact this has on children's learning. She also conducted a joint observation with the childminder.
- The inspector viewed all areas of the home used for childminding.

Inspector

Yvonne Johnson

Inspection findings

Effectiveness of leadership and management is good

The childminder has a clear focus on children making good progress. Good partnerships with parents, and the introduction of a 'homework book', support children's continued learning at home. Information is shared with parents in a variety of ways and parents make positive comments that they are very happy with the childcare provided. They say their children look forward to attending, and are happy in the childminder's care. Safeguarding is effective. The childminder is aware of her role and responsibilities to safeguard children in her care. She is familiar with what to do if she has any concerns in a child's life. The childminder is familiar with newer initiatives in child protection that may indicate that a child is more vulnerable to risk of harm.

Quality of teaching, learning and assessment is good

Teaching is strong. Accurate assessments of each child identify at an early stage any gaps in learning, or where children who are ahead of expected progress can be further challenged, to make rapid progress. The childminder uses this information to plan the next stages of learning for each child. The childminder keenly follows the interests of children and provides a flexible approach to play. This allows children to explore and follow their curiosity. For instance, a planned activity is changed when children ask for a picnic. The children sit on a blanket and explore the different play foods they have. They learn about different food types using pictures, and match the foods to each type, such as different pastries and their names. Children lead the childminder to an imaginary world of animals, where they wear animal masks and become 'tigers' and 'zebras'. They laugh out loud as they 'roar like a tiger'.

Personal development, behaviour and welfare are good

Children's physical, social and emotional well-being is a high priority. The childminder responds warmly to the children. She uses their names in songs to maintain their attention and distract them well. The childminder skilfully uses praise and children learn about right and wrong at an early age. They learn to share, take turns, and they begin to show respect for how others may feel. Children's behaviour is good, and they quickly develop an understanding of acceptable behaviour. Older children are independent in their self-care, while younger children are introduced to good hygiene practices that will support them as they grow and develop their independence skills. Children take regular exercise and walk to local schools. They also enjoy regular outings to groups where they socialise with other adults and children in the community. Children learn about different cultures and celebrate festivals throughout the year.

Outcomes for children are good

All children are making good progress from their starting points. They acquire the skills they will need to support them in their next stage of learning, and eventual move to school. They learn about early mathematics and some can count to five and above independently. Children begin to learn to solve problems. They regularly use numbers in everyday play, and look at predicting 'what happens if...?' Children explore a range of colours, looking at the same, and different. Children's literacy is developing and they begin to recognise that print has meaning.

Setting details

Unique reference number	EY406882
Local authority	Sandwell
Inspection number	10071890
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 September 2015

The childminder registered in 2010 and lives in Oldbury. She operates during school term time only from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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Piccadilly Gate
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