

Childminder report

Inspection date	25 June 2019
Previous inspection date	6 February 2014

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

- Children are cared for in a homely environment where they feel welcomed. The childminder provides a wide range of toys and resources so that children are eager to explore and engage in self-chosen play. She helps children make good progress and encourages them to solve problems.
- The childminder has a calm and caring demeanour and is sensitive and caring. She forms positive relationships with the children and they approach her easily for reassurance and comfort.
- Children are happy and content in the childminder's care. The childminder quickly responds to children's individual care needs so that they feel secure.
- The childminder establishes good partnerships with parents that effectively support continuity in children's care and learning. She provides parents with a daily diary that records their child's activities. She regularly discusses children's progress with their parents and shares ideas to support their learning at home.
- The childminder organises her service effectively and places high regard on the health and safety of the children in her care. She minimises any risks in her premises and during outings to help them play safely.
- The childminder observes children as they play and gets to know them well. However, she does not consistently use her assessments of children's progress as accurately as possible to help her plan precisely for the next steps in their learning.
- The childminder does not consistently provide opportunities for younger children and babies to explore resources to enhance their sensory exploration.

What the setting needs to do to improve further

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

- strengthen the assessments of children's progress to focus more sharply on planning what they need to learn next, in order to help them make more rapid progress
- provide more opportunities for younger children and babies to explore resources to help enhance their sensory exploration.

Inspection activities

- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector sought the views of parents from the written evidence provided.
- The inspector completed a joint evaluation of an activity with the childminder.

Inspector

Susan Rogers

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident of the procedures to follow if she has a concern regarding children's well-being and safety. She regularly attends child protection training and keeps up to date with any changes to legislation. The childminder meets up and networks with other childminders to extend her knowledge. She attends a wide range of training and works closely with the local authority advisers to build on her existing good skills. The childminder asks the opinions of parents and monitors the progress she makes to drive forward further improvements. Parents are pleased with the care and education their children receive. The childminder works closely with other settings and local schools that children attend to keep them well informed of children's progress. The childminder closely supervises children at all times. She ensures that her home is a safe environment for children.

Quality of teaching, learning and assessment is good

The childminder gathers useful information from parents about what children know and can do when they first start at her setting. She interacts well with children during their play and demonstrates good teaching skills. She adapts activities to suit children's individual learning needs. The childminder ensures she stays at the children's level and remains on the floor with them as they play. She does this to provide support for their learning and give them lots of reassurance. Children are encouraged to use musical instruments. They press keys to make sounds and they shake rattles, which helps to promote their listening skills and physical development. The childminder tells babies the names of their play things and encourages them to communicate and imitate sounds and movements. She sings songs to children, talks to them at their level of understanding and introduces new words as they play.

Personal development, behaviour and welfare are good

Children develop close relationships with the childminder. She supports children's good health effectively and follows good hygiene routines to protect them from illness and infection. The childminder encourages younger children to make progress in their mobility skills. They are encouraged to explore the play area and stand with support. Children learn about their wider community and observe the world around them. They regularly enjoy outings to the local park and to stay-and-play sessions where they have opportunities to socialise in larger groups. The childminder has a good understanding of how to promote children's positive behaviour and she praises children for their achievements. This helps to promote their confidence and self-esteem.

Outcomes for children are good

Children make good progress in their learning and development from their initial starting points. They are confident and engage well in the opportunities that the childminder provides for them. Babies are starting to make sounds and communicate to make their needs known. They are making good progress physically and becoming mobile. Overall, children are developing skills that will assist them as they move to the next stage in their learning.

Setting details

Unique reference number	260720
Local authority	Walsall
Inspection number	10106022
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	6 February 2014

The childminder registered in 2001 and lives in Pelsall, Walsall. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

