

Childminder report

Inspection date	9 July 2019
Previous inspection date	17 March 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 provides a homely experience for the children. She is aware of her responsibility to minimise risks to children in the environment, both inside and outdoors. Children play and learn in a welcoming, safe and secure environment.
- The childminder works closely with parents to meet the needs of children. They say that she makes time to talk to them every day and that they feel valued and appreciated. Parents comment positively on how she guides them to support their children's learning at home.
- Children enjoy exploring during outdoor play. They quickly become familiar with their surroundings and build positive relationships with the childminder and their friends. Children have plenty of opportunities to develop their physical skills as they play in the rich learning environment. The childminder provides a good range of resources that help children develop their large and small movements.
- The quality of teaching is good. The childminder provides children with a stimulating learning environment with a range of high-quality, age-appropriate resources and activities. Children enjoy exploring and leading their own play.
- The childminder provides consistent, gentle reminders to support children's understanding of simple rules and boundaries. Children behave well and are kind and friendly towards others. During story time the childminder ensures that she involves all children to act out the story and use the props.
- The childminder does not consistently use self-evaluation to identify and drive improvements to raise the quality of the provision.
- Although the childminder completes mandatory training, such as paediatric first aid, she has not focused her professional development sufficiently on raising the quality of teaching, to achieve the highest possible 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:

- build further on the process for self-evaluation to identify areas where practice can be strengthened to raise the quality of the overall provision to the highest possible level
- sharpen the focus of professional development to help raise the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector took account of parents' written comments.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, the policies and procedures, and evidence of the suitability of the childminder and other adults living in the household.

Inspector

Nasreen Ghalib

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a range of policies and procedures that underpin her good practice. She regularly updates her knowledge of safeguarding practice and has completed training to increase her awareness of wider safeguarding issues. For example, she is alert to the signs that might indicate a child may be at risk of exposure to extreme ideas or behaviours. The childminder has developed a good partnership with the local nursery and school that children attend and move on to. She gains enough information from them to support children in her care well. This ensures good continuity and progression for the children. The childminder has built good relationships with parents and keeps them informed.

Quality of teaching, learning and assessment is good

The childminder makes regular observations of children and uses these to identify their interest and next steps in their learning. This helps her to plan purposefully and meet the children's needs. She builds on children's interest in nature and wildlife. Children practise their early writing skills, and choose to draw caterpillars and butterflies using the wax crayons. The older children read the story. The youngest children show high levels of concentration as they identify food a caterpillar ate in the story. The childminder encourages children to take part in an experiment with the toy butterflies as they are put in the water. She asks children what they think is going to happen. Children's language and communication skills are supported well. They enjoy playing with construction toys to make models of a spaceship. Children benefit from opportunities to explore their mathematical understanding.

Personal development, behaviour and welfare are good

The childminder regularly praises children for their achievements. She builds their self-esteem and confidence, and follows their routines, promoting their physical and emotional well-being. Children's behaviour and their attendance are good. The childminder is a good role model and teaches children to be kind and respectful towards others. Children develop an awareness of healthy lifestyles and follow good hygiene routines, such as washing their hands before meals. They have regular opportunities for fresh air and exercise. For example, children enjoy a range of outings to the local shops, post office and park. This allows them to develop an awareness of the local community and to socialise with other children.

Outcomes for children are good

All children progress well in their learning and development. They enjoy handling books and practising their early writing skills. Children's early mathematical skills are developing well as they learn to count. They develop good physical skills, balance and coordination. Children learn to share and take turns. Their communication and literacy skills are growing steadily. They acquire the skills and attitudes they need for the next stage of their learning, including the eventual move to school.

Setting details

Unique reference number	255065
Local authority	Sandwell
Inspection number	10106215
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 March 2015

The childminder registered in 1998 and lives in Great Barr, Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, and family holidays. The childminder has a recognised early years qualification at level 3.

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