

Childminder report

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| Inspection date | 10 July 2019 |
| Previous inspection date | 27 April 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 knows the children very well and uses this knowledge effectively to extend their learning. She assesses children's different stages of development and challenges them so that they reach the next stage in their learning. Children make good progress.
- The childminder provides a good variety of resources in a designated playroom. These are stored so that children can choose and easily select what they want to play with. They move freely between indoor and outdoor play areas.
- Children are confident and sociable. The relationships between the childminder and the children are very good. She works effectively with parents and meets each child's care needs. This includes offering good support for children as they show readiness for toilet training. Children sleep as they need to during the day.
- The childminder supports children's physical development well. She provides a variety of toys that challenge children who are at different stages of development to extend their good handling skills.
- The childminder speaks clearly while interacting with children, modelling language well to help them with pronunciation.
- The childminder welcomes the support of a representative of the local authority in helping her to evaluate her provision. She is aware of current early years initiatives and keeps her statutory training up to date.
- Records, policies and procedures required for the safe and efficient management of the provision are well maintained and implemented.
- The childminder's practice is not fully effective in making links and addressing continuity of learning for children who attend part time with the childminder and part time at another setting.
- The childminder does not fully support children to explore different textures and materials and develop their own ideas.

What the setting needs to do to improve further

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

- build on links to improve continuity of learning for children who attend part time at another setting
- extend support for children to explore different textures and materials and develop their own ideas.

Inspection activities

- The inspector observed activities while children played in the indoor and outdoor play areas. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualification and training and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder accesses training and ensures that her safeguarding knowledge is current. She is clear of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder has completed training about the 'Prevent' duty to raise her awareness of children being drawn into situations that may put them at risk of significant harm. She identifies and minimises potential risks in her home and garden. The childminder meets regularly with another local childminder to share knowledge about early years issues, share good practice and extend children's social experiences. She attends meetings organised by the local authority to receive information about early years issues, such as imminent changes to the inspection framework.

Quality of teaching, learning and assessment is good

Partnership working with parents begins with them completing documents for the childminder that ask them about what their child likes, dislikes and already knows and can do. The childminder uses parents' information and her own observations to challenge children to reach the next stage in their development. She provides resources that link with children's interests, and children get involved enthusiastically. Some children choose to play with trains and they can name the colour of their favourite engine. The childminder encourages children's interest in books and stories. While reading to children, she meets their different needs well. The childminder asks young children to make the sounds that the different animals in the pictures make. She helps older children understand that print has meaning as she points at the words on the page while she reads. The childminder provides interactive toys that support children's learning about letters and sounds. Young children use their good handling skills to operate toys with buttons and switches.

Personal development, behaviour and welfare are good

The childminder creates a warm and welcoming environment. She develops close bonds with the children in her care. Children behave well, and the childminder offers good support as they learn to share and take turns. The childminder ensures that she meets children's different dietary needs. She provides light meals and healthy snacks. Children are physically active. They develop skills while climbing, sliding and riding on toys. Children develop an understanding of how to keep themselves safe. For example, they learn why they must wear seat belts in the car. Children adopt healthy habits, such as good hygiene practices. The childminder supports them in managing shoes and coats for themselves.

Outcomes for children are good

Children develop good skills that help them to be ready for the move on to pre-school and school. They make marks in different ways, such as using chunky chalks on paving slabs outside. Some children are able to hold a pencil between their thumb and two fingers. They can make small marks and say that they are writing. Children express themselves confidently and they are inquisitive. They engage in role play. For example, they play with dolls and prams and say that they are taking their babies for walks.

Setting details

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| Unique reference number | 261034 |
| Local authority | Solihull |
| Inspection number | 10071229 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 11 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 27 April 2015 |

The childminder registered in 2001 and lives in Chelmsey Wood, West Midlands. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She offers funded early education for two-, three- and four-year-old children.

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