

Childminder Report

Inspection date

12 April 2016

Previous inspection date

24 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the 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 quality of teaching is good because the childminder has a good knowledge of how children learn through play. She uses observations to plan a range of activities which supports individual children's learning and development, identifies gaps and monitors their progress. As a result, children make good progress.
- Strong, emotional attachments are evident between the childminder and children. Consequently, children are confident, secure and play happily in her home.
- The childminder provides a stimulating, well resourced and welcoming environment which supports children's all-round development and emotional well-being.
- Partnerships with parents are well established and encouraged by the childminder. These result in parents making regular, positive contributions to their children's learning and assessment.
- The childminder carries out thorough risk assessments in her home. She constantly considers risks on outings and reviews these according to the age of the children she is currently caring for.

It is not yet outstanding because:

- Occasionally, the childminder forgets to reinforce positive, daily hygiene routines with children so they understand the importance of maintaining a healthy lifestyle.
- Arrangements for professional development are not focused sharply enough on raising the quality of teaching to help children consistently achieve rapid progress in their learning.

What the setting needs to do to improve further

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

- increase children's understanding and awareness of positive, daily hygiene practices
- build on the current arrangements for professional development so that further training is identified to raise the quality of teaching to an even higher level.

Inspection activities

- The inspector had a tour of the premises during the inspection and observed the outdoor play space.
- The inspector observed a range of learning activities in the lounge and kitchen.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, children's development records, risk assessments and a selection of policies and procedures.
- The inspector took account of the views of parents through their written feedback in questionnaires.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident about child protection procedures to help promote children's welfare. She is fully aware of her responsibility to contact relevant agencies should she have any concerns. The childminder has made effective changes since her last inspection to develop and improve her practice. She regularly monitors and evaluates all aspects of her provision, and parents' and children's views are gained and respected as part of her self-evaluation process. The childminder forms strong links with the schools and pre-schools in the area. These partnerships help to promote continuity in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder tracks children's progress well and has made positive improvements to this area of her practice. She gains relevant information from parents and uses this effectively to plan for children's learning. She is fully aware of the importance of completing the summative progress report with parents for children aged between two and three years. She plans activities that she knows will interest and engage them and children investigate resources enthusiastically, building on their curiosity and imagination. Children enjoy playing in the role-play kitchen with pretend food and cooking utensils. They have fun as they give the childminder and inspector cups of tea and cakes. The childminder is skilled at using activities to promote many aspects of learning. She talks to children about different sizes as they make handprints. She also encourages them to paint using a selection of cars and talks to them about the changes when the colours are mixed. Children also count the number of lines made by the wheels and name the colours they see.

Personal development, behaviour and welfare are good

The childminder ensures her settling-in arrangements are flexible to meet children's individual needs. She regularly takes them on visits to local groups and to meet with other childminders in their homes so children can socialise with their peers. The childminder provides activities that help children develop their physical skills and enable them to play outdoors and benefit from being in the fresh air. Children thrive because of the strong bonds they have with the childminder. The childminder continually praises them for their efforts, which builds their confidence and self-esteem. She ensures children learn to be polite and helpful to each other and involves them in devising the house rules.

Outcomes for children are good

Children make good progress in their learning and development. They develop key skills in mathematics and writing. For example, they show perseverance as they draw using chalk and coloured pens. Children's communication and language development are supported very well because the childminder constantly talks to them as they play. Children's independence is good and their confidence is high because they instigate their own play as they go into the toy cupboard to choose what equipment they would like out. They are well prepared for the next stage in their learning at nursery or school.

Setting details

Unique reference number	227548
Local authority	Birmingham
Inspection number	1043078
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	24 June 2013
Telephone number	

The childminder was registered in 1996 and lives in Quinton, Birmingham. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
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