

Childminder Report

Inspection date

1 June 2016

Previous inspection date

26 March 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

- Children are provided with a well organised and well-resourced learning environment that challenges and stimulates them during their play. Furthermore, the childminder plans a variety of exciting activities that promotes children's learning well. Children are making good progress in their learning in readiness for their move to school.
- Children's personal, social and emotional development are promoted well. The childminder gives a high regard to ensuring children are happy and settled. Children form strong attachments with the childminder. They are offered lots of praise and encouragement for their efforts and achievements, helping to build their confidence and self-esteem.
- Effective partnership working with local schools helps children to be ready for the move when the time comes. The childminder exchanges information with other professionals so that children are provided with continuity in their care and education.
- There are well-established partnerships with parents. Parents are kept well informed about their children's progress and are helped to support their learning at home. They speak highly of the childminder, recognising the good quality care and support she provides.

It is not yet outstanding because:

- The childminder does not gather enough information about children's achievements on entry to help her plan precisely for their learning from the outset.
- The childminder does not consistently ask parents for their views on the quality of the provision or what aspects would benefit from improvement.

What the setting needs to do to improve further

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

- gather more information about what children know and can do when they first attend and use this to plan precisely for children from the start
- provide more ways for parents to share their ideas and suggestions as part of the self-evaluation process.

Inspection activities

- The inspector viewed the areas used for childminding and spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed practice and interaction between the childminder and children during play and daily care routines. She carried out observations with the childminder and discussed the teaching and learning.
- The inspector looked at a sample of policies, training records and children's learning records and discussed the childminder's self-evaluation.
- The inspector looked at evidence of all suitability checks for the adults living on the premises.
- The inspector took account of the views of parents from information detailed in letters provided for the inspection.

Inspector

Karen Cooper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder assesses and minimises any possible hazards to children. This includes checking all areas of the house and garden each morning before children arrive. She attends regular training to keep her knowledge updated, including child protection, first aid and food safety. This helps her to keep children safe and well. The childminder is dedicated to providing children with the best possible experience. She evaluates her provision, and her experience, qualifications and training contribute towards her sound knowledge of child development. She uses this to support children's care and learning effectively and this has a positive impact on the quality of her practice. The childminder effectively monitors children's development and her good teaching helps children make good progress.

Quality of teaching, learning and assessment is good

The childminder provides a wide range of resources and activities that challenges children's thinking and learning. She observes and assesses children's achievements to help improve all aspects of their learning. The childminder shares this information with parents on a regular basis to keep them informed of their child's ongoing progress. Children demonstrate a love of books as they concentrate and listen well to the childminder as she reads their favourite story. They are excited as they re-enact familiar parts of the book. All children have fun using their imagination during role play and enjoy involving the childminder in their play. The childminder interacts well with children. She asks questions to develop their knowledge and understanding of the natural world and to promote their communication and language skills.

Personal development, behaviour and welfare are good

The childminder has clear behavioural expectations of children and teaches them from a young age to share and take turns. Throughout daily routines and activities, she places a strong focus on developing children's independence. She teaches children about the dangers in the environment and how to keep themselves safe. Children learn about the importance of a healthy lifestyle through discussions and activities. They understand why they need to wash their hands before eating and they develop good self-care skills. Children learn about a range of other cultures and beliefs through the experiences and opportunities they have. Children benefit from plenty of fresh air and exercise. They enjoy outings in the local community where they have opportunities to build their confidence in various social situations.

Outcomes for children are good

Children are keen to join in with activities. They are motivated and have a positive attitude towards learning. They use their imagination and creativity as they dress up, play with small-world characters and engage in art and craft activities. They count and identify colours and shapes while they play. Children develop skills using programmable toys and resources and learn how things work. All children are making consistently good progress in their learning and development. They develop the key skills and attitudes that give them a good start for their future learning.

Setting details

Unique reference number	227586
Local authority	Birmingham
Inspection number	1042865
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	26 March 2013
Telephone number	

The childminder was registered in 1989. She lives in Quinton, Birmingham and operates from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

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