

Childminder report

Inspection date	4 July 2019
Previous inspection date	22 October 2014

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 and her assistant have a good knowledge of how children learn and develop. They plan a broad range of exciting and enjoyable activities which incorporate children's interests. Children make good progress in their learning.
- The childminder's provision is organised, and the premises are clean and well maintained. The childminder checks for risks and removes any hazards, which ensures that children play and learn in a safe environment. She and her assistant teach children about how to keep safe in her home and during outings.
- Children play and learn in a bright, welcoming, stimulating and well-resourced play environment. Children particularly enjoy using the spacious outdoor area to explore, be creative and use their imaginations. For example, children enjoy playing with wet sand as they create marks using different-sized vehicles.
- The childminder and her assistant provide parents with regular information about the activities children take part in, and their achievements during their time with them. The childminder effectively encourages parents to share what they know about their child's learning at home.
- The childminder regularly takes children on outings, for example to the local shops, playgroups, libraries, soft-ball play and to a local farm. This helps children to develop an understanding of their local community and their wider world.
- The childminder and her assistant act as good role models and help children to quickly understand expectations and boundaries. Children's behaviour is good. They have a good awareness of others around them.
- The childminder's self-evaluation is not as comprehensive as possible, and she does not involve parents and children in the process.
- Children are not always supported as well as possible to develop their skills with numbers, counting and measuring.

What the setting needs to do to improve further

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

- strengthen the self-evaluation process and involve parents and children as part of the ongoing drive for continuous improvement
- strengthen teaching skills further so children consistently receive the best support possible to develop their number, counting and measuring abilities.

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, her assistant 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 or working in the household.

Inspector

Nasreen Ghalib

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. She keeps up to date with changes to guidance and legislation. The childminder has an effective programme in place for professional development. She knows how to support her assistant to be successful in her role. For example, she provides supervision and professional development opportunities to help her to deepen her knowledge and skills. They work closely with other settings that children also attend to exchange information and provide continuity in children's care, and learning. Parents are very pleased with the service provided by the childminder. They feel well informed about their children's progress.

Quality of teaching, learning and assessment is good

The childminder and her assistant know the children in their care well. The childminder plans activities to support children to make the next steps in their learning, and to meet their individual interests. She closely monitors the progress made by children. This enables the childminder to identify any gaps in their learning. Children engage well during planned and purposeful play. Children enjoy playing with play dough. They use tools effectively to manipulate the dough and to cut out shapes. They readily recognise colours. Young children learn how to use scissors correctly to make snips in the play dough. The childminder knows how to support children's language development. She uses effective strategies to help children develop their language skills, for example, asking questions, extending sentences, and adding new words to the children's vocabulary.

Personal development, behaviour and welfare are good

The childminder spends time gathering information from parents and providing taster sessions to get to know the children and their needs before they start. She uses a good level of praise and encouragement to build children's confidence and self-assurance. Children learn about keeping themselves safe, such as applying sun cream and wearing hats when they play out in the sun. The childminder and her assistant promote children's physical and emotional well-being successfully. They are caring and attend to children's needs well. The childminder provides children with healthy, home-cooked meals. Children behave well and their attendance is good. Children have regular opportunities to play in the fresh air and to exercise.

Outcomes for children are good

All children make good progress. They build good relationships with each other. They are independent, well motivated and eager to learn. They enjoy handling books, listening to familiar stories and practising their early writing skills. They develop good literacy and communication skills. Children learn to share, take turns and use good manners. They are well prepared for the next stage of their learning, including their eventual move to school.

Setting details

Unique reference number	250185
Local authority	Solihull
Inspection number	10106088
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	12
Number of children on roll	13
Date of previous inspection	22 October 2014

The childminder registered in June 1996 and lives in the Kingshurst area of Birmingham. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays, and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant and they both hold a recognised early years qualification at level 3.

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