

Childminder report

Inspection date	11 December 2018
Previous inspection date	2 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 has worked closely with her co-childminder to raise the standards in the provision. She holds daily discussions with parents about the service she provides. She welcomes their feedback and reviews what she does to meet the needs of children.
- Children receive care in a welcoming environment. They are self-assured and share their preferences for play with the childminder. Children consistently select toys for their own play activities. They alternate between playing on their own, with other children or with the childminder.
- Children learn to share during play and activities. They respond positively to requests to wait their turn to use preferred resources. Children have access to many resources and they explore different ways of using these during their imaginative play.
- The childminder plans effectively for children's individual learning. She understands what each child needs to make good progress. There is a good balance between adult-led activities and child-led play. The childminder understands that children learn at their own pace and allows them to explore materials and textures to satisfy their natural curiosity.
- The partnerships with parents are strong. The childminder encourages parents to contribute what they know to the initial assessment of their child's development. She maintains good communication and provides regular feedback about each child's progress. She holds discussions about what parents do at home to support their child's learning and she provides similar activities.
- On occasions, the childminder does not make best use of opportunities to extend children's learning and to build children's vocabulary further.
- The childminder does not consistently evaluate the quality of her teaching to raise it to a higher level.

What the setting needs to do to improve further

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

- provide more opportunities for children to extend their learning
- sharpen the focus on the evaluation of the quality of teaching to raise it to higher levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at documentation required for the efficient running of the childminder's provision.
- The inspector read written feedback from parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of leadership and management is good

The childminder has made several changes to her provision since the last inspection. She has merged two rooms to provide more space for children's play so that they are able to access resources independently. The childminder meets regularly with other early years professionals. This helps her to keep up to date with changes in legislation and she maintains good levels of confidentiality in her practice. The childminder includes all mandatory information in children's records and monitors their development regularly. She consistently shares information with parents. Parents say that the childminder supports their child's learning well through a wide range of activities. Safeguarding is effective. The childminder has a good understanding of the signs of possible abuse. She knows what to do should she have any concerns about the welfare of a child in her care.

Quality of teaching, learning and assessment is good

The childminder encourages children to make decisions, such as to select baubles and stockings for activities. She includes good levels of challenge for younger children to peel off the back of stickers. The childminder gives good support without taking over during children's play. She joins in with their activities and acknowledges their preferences, for example, to use their chosen cutters to make shapes. She includes some words, such as 'flat', when they manipulate the play dough and she clearly models the names of colours. The childminder carries out observations while children play, and she makes good use of the information to assess their achievements. She accurately identifies where they need support, such as to promote their listening skills.

Personal development, behaviour and welfare are good

Children receive very effective support for their personal development. They learn good hygiene practices, such as cleaning their hands before eating and after play activities. Children eagerly offer to help the childminder with simple chores. Each child takes an antibacterial wipe and vigorously cleans the surface of the table in preparation for meals. They demonstrate a real sense of belonging and are pleased when the childminder acknowledges their contribution with lots of praise. They enjoy healthy snacks and independently help themselves to their individual beakers of water. Children enjoy dressing up and the childminder promotes their self-awareness very well by placing large mirrors where they can see their reflections. Children develop a strong self-image in the childminder's care.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in their development. Children enjoy listening to stories and they use resources to make marks in play dough. They count with support. Children have opportunities to attend groups where they mix with other children from various backgrounds. They develop a wide range of skills in preparation for their eventual learning at school.

Setting details

Unique reference number	250236
Local authority	Solihull
Inspection number	10067546
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	2 December 2014

The childminder registered in 1994 and lives in Solihull, West Midlands. She works with a co-childminder. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 4.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

