

Childminder report

Inspection date	18 June 2019
Previous inspection date	2 June 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 observes and assesses children's progress. She plans for their future learning using her good knowledge of what they already know and can do. This means she promotes individual learning effectively while she supports children's play. Children make good progress in their education.
- The childminder is aware of her responsibilities to protect children from harm. She keeps her knowledge of the signs of abuse and neglect up to date. She is clear on the referral procedures to follow if she has a concern.
- Children's personal, social and emotional development are very good. Children are confident and sociable in the childminder's care. They build positive relationships with the childminder and their peers.
- The childminder uses her large garden effectively to promote different areas of learning. There is a very pretty area where children can see different-coloured flowers, and where they plant and grow bulbs and seeds. There is an area for physical activity, including ball games. There is also an area where she supports children's learning about the natural world.
- The childminder supports children's speaking skills effectively in accordance with their different stages of development. Children speak confidently and readily share their thoughts and information about their experiences.
- The childminder keeps her knowledge about early years issues up to date, for example, through proactive research and training. She reviews her provision to identify priorities for continued improvement.
- Documentation required for the safe and efficient management of the provision is well maintained and implemented.
- The childminder does not fully support children in making the most spontaneous and independent decisions about toys and activities.
- The childminder does not make the most of some opportunities to support children's literacy learning, specifically their understanding that print carries meaning.

What the setting needs to do to improve further

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

- extend opportunities for children to be more independent and spontaneous in their choice of toys and activities
- make the most of opportunities to support children's literacy learning, specifically their understanding that print carries meaning.

Inspection activities

- The inspector observed children taking part in activities in the indoor and outdoor play areas.
- 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 with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the childminder's training. She checked evidence of the suitability of all adults living in the household.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder assesses and minimises potential risks in her home successfully. She regularly attends child protection training and is aware of the duty to prevent children being drawn into situations that may put them at risk of harm. The childminder reflects on her practice. She makes good use of information obtained through her membership of an association for early years workers and information provided by representatives of the local authority. Her current priority for improvement is to further extend her knowledge of outdoor learning opportunities. Information about the childminder's service is provided for parents in detail. Parents are very happy with the childminder's provision. They say that the childminder creates a caring and 'fun' environment that children feel safe and happy in.

Quality of teaching, learning and assessment is good

The childminder supports children effectively so that they acquire skills and a capacity to learn. She continually identifies and monitors children's different levels of development during their play and learning. Children play with toy animals and they choose to sing favourite songs about a farm. The childminder offers good support for young children who are learning the words. She quietly sings along with them and then sings some of the words that they have forgotten. The childminder is a good role model for children who are beginning to use simple sentences. She speaks clearly as she repeats what they say to her, supporting pronunciation. Children count and talk about size while they play. The childminder encourages them to count objects and she offers good support so that they begin to calculate. For example, when they count a number less than 10, she asks them how many more they need to make 10.

Personal development, behaviour and welfare are good

Children enjoy their learning in a welcoming environment. The bond between the childminder and the children is strong. Children behave well. They build friendships and show consideration for others. Each evening they join older children to talk about their day and the childminder asks them to think about what they have done in the day that has shown kindness to other people. The childminder boosts children's self-esteem, for example, through praising their efforts and achievements. Children learn to understand dangers and how to keep themselves safe. The childminder teaches them how to cross roads safely and helps them gain an awareness of strangers who are safe to approach if the need arises.

Outcomes for children are good

Children are safe, secure and happy. They develop good skills that help them to be ready for the move on to pre-school and school. Children learn good hygiene practices. They manage simple tasks and their self-care needs independently. They are physically active and eat healthy food. They practise balance and good control of their bodies while enjoying yoga activities. Children use their good language skills while playing cooperatively together and engaging in imaginative role play. They enjoy singing and listening to their favourite stories. Children make marks in different ways, such as with coloured chalks on paving slabs in the garden.

Setting details

Unique reference number	250408
Local authority	Solihull
Inspection number	10071224
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 June 2015

The childminder registered in 1993 and lives in Knowle, Solihull. She operates all year round from 7.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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