

Inspection date	5 March 2015
Previous inspection date	30 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Overall, teaching and learning are good. The childminder has a secure knowledge of how to support children to acquire good communication and language skills. As a result, children make good progress in their learning and development.
- The childminder has a good knowledge and understanding of appropriate safeguarding procedures. She is aware of her responsibility to supervise children and protect them from abuse and neglect. This means that children are effectively safeguarded.
- Children have good bonds with the childminder, who is very caring and attentive to their needs. They are happy in her company and confident to explore their surroundings. As a result, their emotional needs and overall well-being are supported well.
- The childminder forges strong relationships with parents from the moment children start. She regularly seeks their views about her service and recognises and values their contributions to her self-evaluation process.

It is not yet outstanding because:

- Tasks for more able children are sometimes too easy to get the best out of them because the childminder does not always make the most effective use of the information she has about what children have already learned and can do.
- Opportunities for children to further enhance their independence skills, by being able to select toys from the wide range available, are not fully extended.

What the setting needs to do to improve further

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

- use assessment more effectively, so that more able children build on what they can already do, and are stretched and challenged to make more rapid progress
- maximise all opportunities for children to make independent choices in their play by developing strategies to enable them to self-select resources, so that they can engage in self-initiated play, such as by creating visual catalogues.

Inspection activities

- The inspector observed the childminder engage in a range of play and learning activities and daily care routines with the children.
- The inspector carried out a joint observation with the childminder and held conversations with the childminder and children throughout the inspection.
- The inspector viewed all areas of the childminder's home which she uses for childminding.
- The inspector looked at children's assessment records, including planning information and children's development folders.
- The inspector looked at a range of documents, including evidence to confirm the suitability of all adults living on the premises, and the childminder's qualifications and improvement plan.
- The inspector took account of the views of parents, carers and older children from the feedback obtained by the childminder.

Inspector

Patricia Dawes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder uses her knowledge and suitable guidance documents well to observe and teach children. However, not all activities and experiences take into account all children's interests and learning goals. For example, during adult-led activities, more able children are not always stretched and challenged. Sometimes, these activities are too easy and children are not motivated to take part. Early writing skills are promoted through a range of activities that help to develop children's fine motor skills, such as cutting and sticking, modelling and mark making. Children listen well and show sustained concentration in finding resources linked to a counting activity. The childminder engages all children well in conversation to help nurture their language development. For example, children enjoy sharing books with the childminder, predicting what comes next in a story and joining in with the number rhymes. Children are encouraged to learn to share toys, take turns and play together. The childminder actively promotes their confidence to ensure they have the skills they need for their later move to nursery and school.

The contribution of the early years provision to the well-being of children is good

Moves from the children's homes to the childminder's home are well planned, which helps children form secure attachments to promote their emotional well-being. Children behave well because the childminder has high expectations, which ensure they quickly learn what is expected of them. They are given good opportunities to play and explore their environment and the resources available. However, there are opportunities to develop children's independent choices even further, for example, by creating a pictorial catalogue for children to select from. The childminder gives children clear messages to help them develop an understanding of why it is important to have a healthy diet and engage in physical activity through regular discussions and a range of activities. Children's understanding of how to keep safe is good for their age and experience. The childminder is vigilant about children's safety and has good arrangements in place to keep children safe. On outings, children know that they must not run into the road, but should hold the childminder's hand. They also explain to the inspector that they have to stop at the zebra crossing and wait for the green man to cross the road.

The effectiveness of the leadership and management of the early years provision is good

The premises are safe and secure because the childminder has identified and minimised potential hazards to ensure children's safety. All required documentation to promote children's safety and well-being is in place. The childminder monitors her provision to ensure the learning and development requirements are met. The childminder has a very clear commitment to improving the service she provides. She attends regular training and continually reflects on her practice. The childminder has an excellent knowledge and understanding of how to liaise effectively with other professionals to ensure she provides appropriate levels of support for children. This demonstrates that the childminder is working well to fully complement children's learning.

Setting details

Unique reference number	255406
Local authority	Walsall
Inspection number	871577
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	30 March 2009
Telephone number	

The childminder was registered in 1999 and lives in the Streetly area of Sutton Coldfield, Birmingham. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays.

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