

Childminder Report

Inspection date

9 October 2017

Previous inspection date

11 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 making good progress. The childminder has a secure knowledge of how young children learn through play. She uses the information she gathers about what they already know and can do and she builds on this effectively. The childminder provides activities children enjoy to help them engage well with their play.
- The childminder meets all children's needs very well and provides a homely, welcoming environment. Children's behaviour is excellent and they are very secure and happy in the childminder's care. Routines are flexible and take into account times when children need to sleep or are not feeling as active as usual.
- The childminder works very effectively with her co-childminder and other early years professionals. She has made all the required improvements since the previous inspection and maintains thorough records that comply with all requirements.
- There is a strong partnership with parents. The childminder shares valuable information about their children's progress and successfully engages them in supporting their children's learning at home. The childminder works very well with her co-childminder to measure children's progress and plan effective next steps for their learning.
- Children concentrate very well on a wealth of exciting activities. They are enthusiastic and make independent choices in their play. Children communicate their needs confidently to the childminder. They play calmly and happily together.

It is not yet outstanding because:

- Although the childminder maintains her professional development well, at times, she does not target this more specifically to help her provide outstanding outcomes for children's learning.

What the setting needs to do to improve further

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

- strengthen self-evaluation even further to identify more specific areas for professional development and review the impact of this on children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector considered the views of parents through written feedback provided.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge about how to keep children safe. She implements rigorous policies and procedures to help protect children and she supervises them vigilantly at all times. The childminder maintains correct adult-to-child ratios. She carries out comprehensive risk assessments and ensures that her premises and all equipment are used safely by the children. The childminder works closely with her co-childminder to monitor children's progress to close any gaps in their learning quickly. She monitors the practice of the assistant and helps her to make improvements. She exchanges information about children's progress and well-being with the other settings they attend to help support consistency in their care and learning.

Quality of teaching, learning and assessment is good

The childminder establishes clear starting points for children's learning. She makes astute observations and uses the information well to plan challenging activities that build on this. She helps children to solve practical problems as they complete a large floor jigsaw. For example, she suggests that they find the flat-sided pieces first and asks them which colour pieces they might need for each section. This encourages children to look carefully at the picture and to select the pieces that may fit. She develops children's language and communication skilfully as they play. She encourages less talkative children to tell her about the pictures they draw with large chalks and to join in with action songs. The childminder engages children's enthusiasm through their play. She asks questions that encourage children to tell her about their pictures or to say what is happening in a story. For example, she asks children how they know it is autumn as they look at the trees.

Personal development, behaviour and welfare are good

The childminder finds out about children's needs and interests from parents. They work closely together on care routines, such as potty training, so children receive consistency of care. She protects children's health very well and ensures they have daily fresh air and exercise. Children have plenty of space to move around and explore, indoors and outside. The childminder takes children on many trips to farms, parks and playgroups. They develop their confidence and physical skills well. For example, in their use of the variety of climbing equipment and wheeled toys in the childminder's garden. The childminder praises children when they are kind or show good manners. They gain confidence and good self-esteem, such as when they are proud of completing a jigsaw. She prepares children emotionally and developmentally for their moves to nursery and school.

Outcomes for children are good

Children show great enthusiasm for stories. They choose several for the childminder to read to them in a cosy, cushioned area. They join in when the childminder pauses and show excitement and pretend fear during a scary part of the story. They are very careful with the books and enjoy looking at these together. Children develop their social skills well in a range of situations and learn to put on their coats and shoes to go outside.

Setting details

Unique reference number	504672
Local authority	Birmingham
Inspection number	1099426
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	11 May 2017
Telephone number	

The childminder registered in 1984 and lives Selly Oak, Birmingham. She works with a co-childminder and holds a childcare qualification at level 3. She operates all year round from 7.30am 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.

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