

# Childminder Report

**Inspection date**

7 May 2015

Previous inspection date

17 June 2009

|                                                                                        |                         |             |          |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|                                                                                        | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Teaching is good because the childminder has a secure knowledge and understanding of how children learn. She constantly talks to the children, asking them questions to promote their thinking and communication skills.
- The childminder plans a good range of activities and outings and supports children to make good progress in their learning. As a result, children are happy and take part in a wealth of activities they enjoy.
- Children are effectively safeguarded because the childminder has a clear understanding of the procedures to follow in the event of a concern about a child in her care. Children are cared for in a secure and safe environment. The childminder takes positive steps to promote safety in the home and on outings.
- Children are happy and content in the childminder's home. They are emotionally secure because the childminder has built good relationships with the children and their families. She gets to know children well by gaining information from parents about their routines, care needs and interests.

### It is not yet outstanding because:

- At times, the arrangements for parents to contribute their own observations of children's achievements at home are not always fully considered so that the childminder can work even more effectively with them to meet children's learning needs.
- The partnership working with other settings is not yet working as well as it could to provide more continuity in 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:**

- help parents to share what they know about their child in relation to their ongoing learning and development, and use this information to contribute towards the planning of activities
- extend partnership working with other settings children attend to share more information and promote continuity in children's learning.

## Inspection activities

- The inspector had a tour of the premises and observed the outdoor area.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed children engaged in learning activities indoors.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, children's development records and a selection of policies and procedures.
- The inspector talked to the childminder about her plans for improvement.

## Inspector

Jacqueline Nation

## Inspection findings

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

Children are confident and enthusiastic learners whose love of learning is effectively promoted as they take part in a wide range of activities. Children gain many skills to foster their development in readiness for school. For example, they learn how to link letters and sounds, practise writing their name. Children also count with confidence. Children's ability to communicate is enhanced as lovely conversations evolve through play. They develop their critical-thinking skills as they complete a range of puzzles that challenge their understanding of shape and space. Children share their knowledge about the different seasons and make links with what they can see in the puzzle picture. Regular observations of children are used to identify their next steps in learning. The childminder checks on children's progress effectively and shares this information with parents. However, parents are not fully encouraged to share information about what their children do at home, so this can be taken into account when planning the activities, to further support their already good learning experiences.

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

The childminder provides a welcoming and homely environment for children to learn and develop in. She has a friendly and caring approach and is attentive to children's individual needs and parents' preferences. This ensures children's needs are met and their emotional well-being is fostered successfully. The childminder is a good role model for children and she has clear expectations of positive behaviour. She builds children's self-esteem and confidence through praise and encouragement. Children develop a good awareness of how to keep themselves safe. The childminder talks about the importance of sitting on chairs safely. She also talks about road safety on outings. Healthy lifestyles are promoted and children develop a good knowledge of healthy practices, such as washing their hands before eating. Good links exist between parents and carers, as well as other agencies to ensure children's needs are met. The childminder has established links with local nurseries and schools. However, she does not share all relevant information about children's progress with them, to better promote continuity in children's learning.

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

The childminder has a good understanding of how to implement the requirements of the Early Years Foundation Stage. A good range of policies and procedures are used effectively to support children's health, safety and well-being. Good arrangements are in place to check the effectiveness of her teaching and the progress children are making in their learning. This ensures children have good-quality learning opportunities and that any gaps in children's learning are identified and planned for. The childminder shows a strong capacity for improvement and she effectively supports her assistant to maintain good standards of care and education. She holds a childcare qualification at level 3, and uses this well to further improve outcomes for children's learning.

## Setting details

|                                    |              |
|------------------------------------|--------------|
| <b>Unique reference number</b>     | EY292391     |
| <b>Local authority</b>             | Birmingham   |
| <b>Inspection number</b>           | 861431       |
| <b>Type of provision</b>           | Childminder  |
| <b>Registration category</b>       | Childminder  |
| <b>Age range of children</b>       | 0 - 17       |
| <b>Total number of places</b>      | 12           |
| <b>Number of children on roll</b>  | 12           |
| <b>Name of provider</b>            |              |
| <b>Date of previous inspection</b> | 17 June 2009 |
| <b>Telephone number</b>            |              |

The childminder was registered in 2004. She lives in the Sutton Coldfield area of Birmingham. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She provides funded early education for two-, three- and four-year-old children. The childminder holds a recognised qualification at level 3.

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