

Childminder Report

Inspection date

27 May 2015

Previous inspection date

6 July 2012

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

- The childminder has an effective understanding of how children learn. She provides children with stimulating and enjoyable first-hand learning experiences, which motivate them to learn. Consequently, children make good progress and are ready for the next stage in their learning, including school.
- Children are happy in their play and establish close bonds with the childminder. They positively interact with her and benefit from her caring and calm approach. Consequently, their emotional needs are well supported.
- Children are effectively safeguarded. The childminder is aware of the signs of possible abuse, and knows what to do if she has any safeguarding concerns. She has a good understanding of her responsibilities to manage risks to protect children from harm.
- The childminder uses a variety of effective teaching strategies and questioning techniques to develop children's early communication skills.
- Children behave well and develop good independence skills. They enjoy healthy snacks and follow good hygiene routines, which promote their well-being.

It is not yet outstanding because:

- The childminder has not explored all opportunities to encourage parents to share information about their children's learning and development at home.
- The childminder does not always share information about children's learning and development with other settings children attend.
- The organisation of activities and resources does not always encourage children to make independent choices in their play.

What the setting needs to do to improve further

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

- support parents more effectively to share information about their child's learning at home
- strengthen the arrangements for sharing information and enhance partnership working with other settings that children attend, in order to more effectively support children's learning and development
- improve opportunities for children to make choices about what to play with, for example, by reviewing the way in which the playroom is organised so that children can access activities and resources independently and make full use of them.

Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector spoke to the childminder and children during the inspection, and observed children engaging in a variety of activities.
- The inspector checked evidence of the suitability of all household members and viewed the childminder's training certificates.
- The inspector observed and discussed a learning activity with the childminder.
- The inspector took account of the views of parents, provided in written form.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.

Inspector

Rupinder Phullar

Inspection findings

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

The childminder knows children well. She completes regular assessments to review children's progress and identify their next steps. As a result, she plans interesting activities, which are well matched to children's interests and stages of development. The childminder uses a variety of teaching methods, such as questioning and directing to promote children's thinking skills. For example, during a planned activity, children are guided through the different stages of planting a bean plant in the soil. Children excitedly point out different parts of the plant. The childminder takes this opportunity to name each part of the plant and explain its function. This ensures that children consolidate their learning and are engaged in what they need to learn next. This supports children to develop skills to prepare them well for their next stage of learning. The childminder keeps parents informed of the progress their child is making. However, she has not explored all opportunities to encourage all parents to share more information about what their child is learning at home. Therefore, the childminder does not always have a full picture of what children know and can do, on which to base her plans for their future learning. There are some positive relationships with other settings some children attend. However, detailed information about individual children's progress is not always shared between the childminder and staff at the other early years settings. Therefore, the childminder is not always fully aware of what children are achieving elsewhere.

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

Children form secure emotional attachments with the childminder because she welcomes their interaction. The childminder treats them with kindness, which helps to promote children's self-esteem. They gain a sense of well-being, preparing them emotionally for when they move on to school. The childminder provides children with an extensive range of activities and resources that stimulate their interest and motivate them to learn. However, the ways in which some areas of the playroom are organised do not always allow children to have easy access to activities of their choice. This means that children are not always able to make full use of what is available to them. The childminder gives children clear boundaries and praises good behaviour, which motivates children to want to try again. Children gain good social skills and an awareness of the wider world through visits to community groups and outings in the local area. Children are provided with healthy snacks and have regular opportunities for physical exercise in the garden. Children regularly take part in fire drills to learn how to keep themselves safe in case of a fire.

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

The childminder effectively monitors the educational programmes and evaluates children's learning. Policies and procedures that support children's health, safety and well-being are in place and are successfully implemented. The childminder has good links with other childminders and they share good practice. She effectively identifies her skills and areas for improvement. Consequently, she remains up to date with the requirements.

Setting details

Unique reference number	EY294778
Local authority	Walsall
Inspection number	861523
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	6 July 2012
Telephone number	

The childminder was registered in 2004 and lives in Walsall. She operates all year round from 6.45am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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