

Childminder report

Inspection date	2 April 2019
Previous inspection date	15 July 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 is well organised. She fully understands her key responsibilities. This helps her to promote children's learning, safety and welfare at a good level.
- The childminder gets to know children well and supports them to settle in. Children develop good bonds with the childminder. They are settled, happy and content.
- The environment is bright and well resourced. The educational programmes are broad. Children are motivated to play, explore and ultimately learn.
- Overall, the childminder is a good teacher. She interacts with children in an enthusiastic way and has a lovely rapport with them. Children relish her involvement in their play, particularly during their self-chosen activities.
- The childminder identifies any gaps in children's development. She ensures these swiftly close by offering targeted support. All children make good progress in their learning.
- The childminder's house is clean, tidy and secure. She has a weekly risk assessment checklist and conducts detailed risk assessments for specific resources, outings and trips. This helps to keep children safe.
- The childminder values children's similarities and differences. For example, she talks to them during play about their features, such as eye colour, or their home experiences. She also helps them to learn about people and places in the wider world. This helps to promote positive self-image and tolerance in the setting.
- The childminder does not fully exploit all opportunities to promote young children's understanding of the world at the highest level. On occasion, she overlooks their desire to investigate, use and combine resources in different ways during their play.
- The childminder does not monitor the progress of different groups of children as carefully as possible, particularly young children. She does not provide excellent educational experiences for all children in order to help promote outstanding attainment.

What the setting needs to do to improve further

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

- provide more opportunities for young children to investigate, use and combine resources in different ways during their play to help promote their understanding of the world at the highest level
- monitor children's progress more carefully and use the information obtained to provide excellent educational experiences for all children, particularly the youngest, and help promote outstanding attainment.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at relevant records, policies and documents that the childminder made available.
- The inspector checked evidence of the qualifications and suitability of the childminder and all those living on the premises.
- The inspector sought the views of children and parents from the written evidence provided.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The childminder is very experienced and well qualified. She conducts research, accesses relevant training and networks with local childminders to keep her knowledge and skills up to date. This has a particularly positive impact on the quality of care she provides. Safeguarding is effective. The childminder has a sound understanding of child protection legislation and guidance. She can identify different indicators of potential child abuse and knows how to respond to concerns in an appropriate way. This helps to protect children from harm. Self-evaluation is good. The childminder reflects well on the quality of the provision and sets herself clear targets for future improvement. This helps her to continually achieve good standards.

Quality of teaching, learning and assessment is good

The childminder observes children and assesses their development. She identifies some of the key next steps in their learning and implements a monthly 'play plan' aimed at promoting these through weekly activities. The childminder fosters child-led play in her setting particularly well. She encourages children to choose the resources they want to play with. For example, children delight in small-world play with play characters, vehicles and a dolls house. They also enjoy pretending to be doctors or making the childminder 'dinner' and cups of 'tea' in the role play area. The childminder interacts with them at their level and immerses herself in their games. She shows them how the resources can be used, encourages them to share their creative ideas and adds props to develop their play. This helps to expand their imaginations.

Personal development, behaviour and welfare are good

The childminder manages children's behaviour well. She is a good role model and she continually promotes positive behaviours in her setting. The childminder implements calm and timely intervention to resolve pending conflicts, such as disputes over resources. Children learn to respect the environment, adults and each other. The childminder promotes being healthy and living well. For example, she has signed up to the government 'change4life' initiative to help her encourage this. The childminder talks to children about the benefits of healthy eating, completes cookery activities with them and sends home lunch box ideas for parents. The childminder encourages children to take part in exercise, such as walking, dancing and using physical equipment. The childminder promotes good hygiene, including the importance of teeth brushing, and she takes children on visits to the local dentist to find out more about this.

Outcomes for children are good

Children gain all the skills they need for the next stage of their development and the move on to nursery or school. Children are confident and independent. They can manage their self-care needs with minimal support. Children are kind and they can negotiate with others. They can express their wants, needs and ideas. Children also develop literacy and mathematical skills. For example, children enjoy sharing stories with the childminder. They can talk about what is happening in the story and anticipate what is going to happen next. Children can also count objects and sort them into groups.

Setting details

Unique reference number	EY296477
Local authority	Warwickshire
Inspection number	10072186
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	15 July 2015

The childminder registered in 2004. She lives in Water Orton in Birmingham. The childminder operates all year round from 7.45am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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