

Childminder report

Inspection date	24 July 2019
Previous inspection date	13 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 committed to developing her professional skills. For example, she completes regular training and researches areas of child development to keep her knowledge and skills up to date. For example, recent training has helped her to extend further her already good understanding of how to support children and families who are bilingual.
- The childminder has a good understanding of how young children learn. She uses this knowledge and what she knows about individual children to plan successfully for their learning. Children have positive attitudes to learning. They concentrate well and sustain their interest on activities that engage them.
- The childminder carefully monitors the progress that children make. This helps her to accurately identify the next steps in their learning and implement personalised targets.
- The childminder provides children with good opportunities to practise their physical development in her well-resourced outdoor area. Children ride on wheeled vehicles and explore their sense of adventure as they use climbing equipment.
- The childminder supports children's independence well. She gives them many opportunities to become independent in managing their needs. This includes recognising their own needs, such as feeling tired and thirsty, and learning to drink from an unlidded cup.
- The childminder works in partnership with parents and other professionals. However, she does not continually liaise as closely with other providers, particularly when children have attended other settings before hers. Therefore, she does not routinely gather detailed information about children when they first start, to help establish the clearest picture of their achievements on entry.
- The childminder is a good teacher. However, occasionally, she does not identify where children need additional time to respond to what she says to them to help challenge their thinking skills even further.

What the setting needs to do to improve further

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

- review the arrangements for gathering information about children when they first start, to help establish even greater detail about their achievements on entry, particularly when children come from other settings
- extend opportunities for children to respond in conversation and express their thoughts to help challenge their thinking skills even further.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She also carried out a joint evaluation of teaching and children's learning with the childminder.
- The inspector looked at relevant documentation, including policies and children's records.
- The inspector had a tour of the childminder's home.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibilities to protect children from harm. She is knowledgeable about local safeguarding procedures and ensures she has the correct contact information should she have any concerns about the welfare of a child in her care. The childminder makes good use of risk assessments to ensure she keeps children safe in her home and on outings. Self-evaluation is effective. The childminder is committed to making improvements to her provision and identifies areas that she would like to further develop. For example, she has recently further enhanced the outdoor provision for children. The childminder works closely with parents to exchange information about children's development and care needs. This helps to support their continued learning at home.

Quality of teaching, learning and assessment is good

The childminder provides children with a wide range of activities and experiences that help to promote different areas of learning. For example, she supports children's communication and language development well. Children eagerly practise their sounds and words, and string these together to reflect sentences. They recall previous experiences and join in with songs and rhymes. The childminder provides good opportunities for children to develop their mathematical understanding. They enjoy finding the matching coloured lids for pens, explore concepts such as 'big' and 'small', and learn about shapes. The childminder helps children to progress well with their early literacy skills. Children enjoy sharing books and handle these confidently. They eagerly experiment with interesting writing opportunities, such as pushing cars around and making marks with the pens attached to them.

Personal development, behaviour and welfare are good

The childminder supports children's good health successfully. Children learn the importance of washing their hands before mealtimes and protecting their skin from the sun, and benefit from daily opportunities to be physically active. The childminder prioritises children's emotional development well. She provides good opportunities for children to develop confidence and build their self-esteem. The childminder helps children to manage their feelings and behaviour. Children respond well to the gentle reminders provided to regulate their behaviour and learn how their behaviour can affect others.

Outcomes for children are good

Children make good progress based on their starting points and acquire a good range of useful skills that prepare them well for their future learning starting and school. For example, children develop their understanding of the world. They enjoy observing their reflections in a mirror and label their features. They explore how people have different features, such as hairstyles. Children show excitement when they notice that their drawings are also reflected in the mirror and investigate this further. Children learn about cause and effect. This includes using water to operate a waterwheel, and making lights and sounds with electronic toys.

Setting details

Unique reference number	EY335245
Local authority	Solihull
Inspection number	10071926
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 October 2015

The childminder registered in 2006 and lives in Solihull. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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