

Inspection date	19 March 2015
Previous inspection date	6 October 2008

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 quality of teaching is good because the well-qualified childminder understands how children learn. She plans interesting activities that spark children's enthusiasm, capture their interest and successfully build on their existing knowledge and skills. Consequently, children make good progress towards the early learning goals in readiness for school.
- The childminder has a secure understanding of the requirements of the Early Years Foundation Stage and meets these well. This means children are safe and protected while in her care.
- Children's speaking, understanding and listening skills develop well. The childminder interacts with children at their level, and meaningful conversations between the childminder and children are a regular occurrence. Every opportunity is used to extend children's vocabulary, develop their thinking and promote communication.
- Children are happy and feel safe and comfortable with the childminder. She establishes warm and affectionate bonds with all the children, and ensures that their individual care needs are successfully met.
- Children enjoy plenty of fresh air and exercise, and develop enhanced physical skills during regular outings to local parks and community groups. The childminder also uses these outings to teach children about safety, and to increase their confidence, language and social skills.

It is not yet outstanding because:

- The childminder does not always maximise opportunities to increase children's self-awareness and their understanding of differences and similarities in people.
- The childminder is not using her garden to best effect. Consequently, some additional ways for children to develop and learn even more about nature while outdoors are not fully exploited.

What the setting needs to do to improve further

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

- enhance children's growing awareness of themselves and the wider community, for example, by gathering photographs or objects relating to the lives of children and families and even more resources that help children learn about differences and similarities in people
- enhance the way that the garden is resourced and used to provide even more opportunities for children to learn about nature, how plants grow and where some food comes from.

Inspection activities

- The inspector viewed all areas of the childminder's home used for childminding.
- The inspector spoke to the childminder and children during the inspection, and observed children engaged in a variety of activities.
- The inspector looked at a sample of policies, children's progress records and the childminder's self-evaluation form.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector checked evidence of the suitability of all household members, and viewed the childminder's qualification and training certificates.
- The inspector took account of the views of parents recorded on letters sent to the childminder.

Inspector

Carol Johnson

Inspection findings

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

Children have fun and are keen to participate in the experiences planned and provided for them. They receive good levels of support and encouragement from the childminder, and enjoy easy access to lots of good-quality resources. Younger children learn from the older ones, and the childminder encourages care and consideration through praise and setting a good example. Children of all ages show a strong sense of imagination and enjoy acting out familiar experiences. For instance, toddlers like playing with the dolls and often pretend to take them on outings to the shops. The childminder successfully uses everyday routines and activities to help children learn. For example, she uses the walk to school to teach children about nature, letters and numbers. The childminder often talks to the children about the weather and the birds, plants and insects that they see along the route. Pre-school children are encouraged to identify letters on street signs and to count the various things that they see. Consequently, everyday outings are made more interesting and children learn in an enjoyable and relaxed manner.

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

Children are happy, confident and content in this welcoming family home. The childminder prioritises their well-being, and is patient, calm and caring. She works closely with parents and any other adults involved in children's care and education. They routinely discuss issues, such as children's behaviour, progress, health and food intake. Consequently, children receive consistency of care and their individual needs are successfully known and met. The childminder treats everyone with equal respect and consideration. Children frequently take part in craft activities, inspired by a range of festivals, and they meet a variety of people on outings in the local environment. Furthermore, resources available to children include a good selection that show positive images of gender, culture, race and disability. Nevertheless, the childminder is not fully exploiting opportunities to help children learn more about themselves, their families and other people.

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

The childminder is professional and well-organised. Her knowledge of safeguarding is good, and policies and procedures to keep children safe are effective. The childminder has a strong desire for quality and routinely reflects on all aspects of her provision. She regularly meets up with other childminders and they share ideas and useful information. Training is used well. For example, recent safeguarding training has enhanced the childminder's understanding of child protection issues. The childminder has made many improvements since her last inspection. For example, she has enhanced her garden by adding a canopy, a sand pit and an area of decking. Children can now play outside in all weathers and their experiences are enriched. Even so, the childminder is still not using her garden to best effect. For example, children have grown flowers in the garden, but they have yet to plant and tend fruit and vegetables. Consequently, some opportunities for children to learn about nature and where food comes from are not being fully exploited.

Setting details

Unique reference number	EY342035
Local authority	Solihull
Inspection number	857239
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	6 October 2008
Telephone number	

The childminder was registered in 2007 and lives in Solihull. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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