

Childminder Report

Inspection date

14 November 2016

Previous inspection date

13 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the 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 has made significant improvements since her last inspection. She has worked hard to enhance her provision, in order to ensure children are benefiting from a good quality service that continues to improve.
- Children are happy and confident, and their emotional well-being is effectively promoted. Children have built very strong attachments with the childminder and her assistant. Their warm interactions help children to feel safe in their surroundings.
- Children make good progress in their communication and language development. The childminder and her assistant adapt their language to suit the ages of the children. They model and repeat words and use questioning to promote children's listening, speaking and understanding skills.
- Children are offered a wide range of experiences in the childminder's home and out in the community. They enjoy a weekly music and singing session and regular trips to woodland areas. This gives children opportunities to be creative, imaginative and to explore and investigate their surroundings, helping to develop their own ideas for play.
- The childminder works in partnership with parents and other settings children attend. She regularly shares information which contributes to a shared approach to children's care and learning.

It is not yet outstanding because:

- Some activities are not organised well enough to enable all children taking part to benefit as much as possible. This means babies do not always experience the same level of opportunity to learn from the activities offered as older children do.
- Professional development is not yet precisely focused on raising the quality of teaching to a consistently outstanding level.

What the setting needs to do to improve further

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

- organise activities even more effectively so that all children taking part, particularly babies, benefit positively from them and have good opportunities to further develop their skills
- focus professional development on further enhancing the quality of teaching to help achieve the best possible outcomes for children.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed the children engaged in a range of learning activities, play and daily care routines.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the childminder's training and the suitability of all adults working and living in the household.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector took account of the views of parents and other professionals recorded in letters and references sent to the childminder.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has implemented effective procedures to ensure children's welfare and safety are highly promoted. Both the childminder and her assistant have a good understanding of their responsibilities to protect children from harm. The childminder is continually evaluating her provision. She gains views from parents and other professionals and takes on board their feedback to drive forward improvements. She works closely with her assistant and together they generally reflect on their activities and discuss how they can enhance them further. The childminder provides support and guidance to her assistant and she discusses training needs to help further her assistant's knowledge and skills. They both complete all mandatory training to keep up to date with current guidance and legislation.

Quality of teaching, learning and assessment is good

The childminder completes observations and assessments of children's development. She uses this information to monitor and track the progress they are making and plans activities to build on what children know and can do. The childminder and her assistant interact with children effectively. They use varied teaching strategies to help children become involved in a range of activities. They provide sensory experiences and children develop their curiosity and thinking as they explore a range of natural materials. The childminder reads stories and asks questions to encourage children to become involved and to relate to past events to help consolidate their learning.

Personal development, behaviour and welfare are good

Babies and children gain a real sense of belonging in this warm, caring environment. Children make their needs known as they are confident and self-assured. The childminder knows the children and their family backgrounds really well and she respects and values parents' wishes to support children's individual needs. Babies' routines are followed and their care needs are sensitively met. As children grow and develop they begin to develop key skills in managing their own care needs. The childminder encourages children to help out with small tasks and to tidy away before moving on to the next activity, children are very proud to do this. Children's behaviour is good and they understand clear expectations and boundaries. Children have access to fresh air daily as they play in the childminder's garden and go for walks when going on the school run.

Outcomes for children are good

All children are making good progress in their learning. They are effectively developing the skills needed to prepare them for the next stage in their learning and their move on to nursery or school. Younger children's language is developing quickly. They enjoy exploring their environment and they are beginning to investigate and problem solve to find their own ways of doing things. Babies are developing their physical skills as they master walking and begin to feed themselves. Older children count up to 10. They talk confidently about what they are doing and use descriptive language to explain things. All children enjoy music, songs and rhymes, they are developing their concentration and listening, and they actively get involved in experiences that interest them.

Setting details

Unique reference number	EY365018
Local authority	Solihull
Inspection number	1054337
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	12
Number of children on roll	18
Name of registered person	
Date of previous inspection	13 June 2016
Telephone number	

The childminder was registered in 2008 and lives in Solihull. She operates her provision all year round from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She works with an assistant.

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