

Childminder report

Inspection date	9 November 2018
Previous inspection date	12 August 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

The provision is good

- Children develop close relationships with the childminder. They look to her for support when needed, and show that they feel safe and secure in her home. Risk assessments are effective. Potential hazards are identified by the childminder and appropriate action is taken to promote children's safety. Children's physical and emotional well-being are supported effectively.
- The childminder has maintained an effective two-way flow of information with parents. Children benefit from the continuity of care and learning experiences that they receive. Parents report that the childminder makes them feel comfortable in her home. They describe the childminder as kind, considerate and friendly.
- The childminder provides a wide range of activities and resources, and responds well to children's interests and choices. Children confidently choose what they want to do and make good progress in their learning.
- The childminder speaks to children in a respectful manner. She supports children to manage their own behaviour and understand the needs of others. Children are encouraged to share and take turns, and play together cooperatively.
- The childminder helps children to develop an awareness of their own safety and successfully promotes their sense of responsibility. Children enjoy taking responsibility of simple tasks, such as tidying up. They play well together and take good care of the toys and resources.

It is not yet outstanding because:

- The childminder does not consistently use information from assessments as effectively as possible to identify and plan really precise next steps for children's learning.
- The childminder's programme of professional development is not sharply focused to extend her knowledge and further enhance the quality of teaching.

What the setting needs to do to improve further

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

- make effective use of information gained from assessments to focus more precisely on what children need to learn next, to help them to make the best possible progress
- extend the system for professional development to include opportunities to enhance good practice and fully support children to reach the highest levels of achievement.

Inspection activities

- The inspector had a tour of the premises with the childminder. She observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked at a range of documents and checked evidence of the childminder's qualifications and the suitability of all adults living in the premises.
- The inspector carried out an evaluation of an activity with the childminder.
- The childminder spoke to parents and took account of the views expressed in written correspondence.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder implements policies and procedures efficiently. For example, she has good arrangements to ensure that known and authorised adults collect children. She fully understands her responsibilities to report any concerns about a child's welfare to appropriate agencies. The childminder works closely with parents to ensure she meets children's care and learning needs well. This has a positive impact on the experiences that children receive. The childminder has completed mandatory training, such as first aid and child protection training. This helps her to keep up to date with changes in legislation and to improve the outcomes for children.

Quality of teaching, learning and assessment is good

The childminder provides a well-resourced learning environment with age-appropriate resources that match children's interests. Children make choices and they are motivated to learn. Children show good dexterity as they squeeze and manipulate dough. They clearly enjoy the sensory experience, and show an interest in colours and marks that they make in dough. The childminder takes opportunities that arise to help children count, compare sizes and use language well. These help build on children's mathematical skills successfully. Children have plenty of opportunities to make marks and use different tools, for example, as they paint with brushes and sponges.

Personal development, behaviour and welfare are good

The childminder gains vital information from parents and uses this information to get to know the children well. She is attentive to the needs of the babies attending. The childminder offers babies extra attention and know their personalities, habits and routines well. For example, babies are fed and sleep according to their individual routines. Older children are provided with gentle reminders about good manners, such as saying 'please' and 'thank you' at appropriate times. The childminder regularly praises children, which promotes their emotional well-being effectively. She effectively supports children's understanding and awareness of good personal hygiene practices, such as washing their hands. The childminder stores packed lunches appropriately. Children's good health, well-being and physical skills are well supported. Children have opportunities to go on regular outings in the community. They have opportunities to learn about diversity and to appreciate the wider world beyond their own experiences.

Outcomes for children are good

Children make good progress in their learning and development, and acquire the key skills required for their eventual move to school. They are confident, independent and active learners. Children have developed good attachments with the childminder. They share their feelings and make their needs understood. For example, they let her know when they are unhappy about another child using resources they are playing with. They have built friendships with other children and talk about them in conversations. Children are respectful and greet visitors with enthusiasm.

Setting details

Unique reference number	EY389767
Local authority	Birmingham
Inspection number	10061595
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 August 2015

The childminder registered in 2009 and is situated in Rednal, Birmingham. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

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